

The Bulletin

OF THE NATIONAL ASSOCIATION OF Secondary-School Principals

*A Department of Secondary Education of the
NATIONAL EDUCATION ASSOCIATION
Issued Monthly, October to May Inclusive*

Volume 26

December, 1942

Number 110

CONTENTS

War-Time Practices in Secondary Education

Convention Announcement	2
Helping Win the War R. O. Bilett.....	2
Selective Service	25
Your School Prepares for the Armed Forces C. A. Jessen	27
Transcriptions Come to the High School W. D. Boutwell	38
Building Stamina—A Program of Essentials J. B. Nash	44
A Health and Physical-Fitness Program for Wartime..... W. N. Van Slyck	50
New War-Time Materials for Teachers on Current Problems in American Life D. S. Ward	60
A Social Studies Program in Wartime..... W. F. English	66
The Homeroom as a Practical Factor in Democratic Living Samuel Berman	72
American Schools Make "Good Neighbors" Better R. L. Amsden	77
Helping the Pupil to Help Himself W. T. Kelly	83
Selective Factors for Membership in the National Honor Society Louise Nimmo	88
The Quality of Work Done in Secondary Schools G. E. Carrothers	91
Guidance Workshop Institutes in Connecticut R. H. Mathewson	98
Colorado Interscholastic Association A. A. Brown	101
America's New Generation of Theatre-goers Ernest Bavely	104
The Organization and Administration of a Home-room Program S. T. Stewart, Jr.	109
News Notes	121
Educational Events	128

THE CONTENTS OF THIS BULLETIN ARE LISTED IN "EDUCATION INDEX"

Copyright 1942 by

THE NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

PAUL E. ELICKER, *Executive Secretary*

PAUL E. ELICKER, *Editor*

WALTER E. HESS, *Managing Editor*

1201 Sixteenth Street, N. W., Washington, D. C.

To Be or Not to Be

A Winter Convention For Secondary Education

With the daily pressures on the educational forces to provide a maximum service to youth and to country for the winning of the war, it is regarded by many that never before in the history of the Association has it been more necessary and important than now for school administrators to come together for a serious consideration of the part the secondary school should have in a war-time program for an early victory and a lasting peace.

The recent enactment of a law by Congress that all 18 and 19 year youth be included in the Selective Service Act bespeaks the urgency of a war-time program for schools that will give the maximum preparation to youth who will enter the armed forces directly from the secondary school.

The convention of the National Association of Secondary-School Principals will be held in St. Louis, Missouri, at the same time the American Association of School Administrators holds its annual convention. The dates have been changed to be in accord with the policy of the Office of Defense Transportation.

All necessary school administrators should plan to attend. Arrange for your hotel reservations direct with Mr. Philip J. Hickey, Chairman, Housing Bureau, 915 Olive Street, St. Louis, Missouri.

PROPOSED PLANS FOR THE CONVENTION

Place: St. Louis, Missouri

Time: Friday, February 26, 1943, to Monday, March 1, 1943

Headquarters: Jefferson Hotel

THEME OF CONVENTION PROGRAM

NEW FRONTS FOR SECONDARY EDUCATION

Friday Afternoon, February 26

GENERAL SESSION—*Major War-time Issues for Secondary Schools*

Saturday Morning, February 27

JUNIOR HIGH SCHOOL SECTION—*The War-time Curriculum*

SENIOR HIGH SCHOOL SECTION—*The War-time Curriculum*

Saturday Evening, February 27

ANNUAL BANQUET—*The Schools in Wartime*

Monday Afternoon, March 1

SENIOR HIGH SCHOOL SECTION—*Organizing Our Youth*

JUNIOR COLLEGE SECTION—*Junior College Education in Wartime*

**FURTHER ANNOUNCEMENTS WILL BE GIVEN IN THE
JANUARY BULLETIN**

Helping Win the War

ROY O. BILLETT

Professor of Education, School of Education, Boston University, Boston, Mass.

A SOURCE UNIT AND UNIT ASSIGNMENT FOR SECONDARY SCHOOLS

In the present rush to give secondary-school pupils the best possible opportunity to be of the greatest possible help in winning the war, many courses and activities are being added to regular programs of studies and some materials are being subtracted. These changes are being made quickly. Are they being made systematically? Is each individual teacher being given an opportunity to see his own contribution to the war effort as an integral part of a total contribution being made by the entire local staff? Is each individual pupil being given an opportunity to acquire a well-rounded concept concerning what must be done *in toto* to win the war and what his own role should be? Such questions can be answered in the affirmative only where an integrative element of some sort (bearing directly on the subject of winning the war) has been allocated to that part of the local program of studies which is constant for all pupils, and where all teachers concerned with a given group of pupils have had a part in the development of the integrative element.

In the first place, the writer would like to point out that the requisite integration could be achieved by a series of well-organized units and corresponding unit assignments (one for each grade in the school) on the topic "Helping Win the War." In the second place, the writer would like to offer for the reader's consideration, the following *source* unit and unit assignment which set forth in organized form the results of a large amount of spadework in the area represented by the topic just named.¹ It is hoped that teachers and supervisors will find in the general statement and delimitation of the unit suggestions for valid teachers' goals at the several grade levels, in terms of the educative growth which the pupils should have a chance to make, and in the unit assignment usable suggestions for teacher and pupil activities likely to result in each pupil making some measure at least of the desired growth.

Since the proposed series of units is to serve an integrative function, any item in the following delimitation may be expanded into one or even several units in some other course or courses being carried by the pupils.

¹The following graduate students, enrolled in a course known in the School of Education of Boston University as "The Unit Assignment in Secondary Education," co-operated with the writer in gathering the materials from which this source unit and unit assignment have been fashioned: Harry A. Ball; Arthur P. Bixby; John A. Carvalho; Priscilla S. Collins; Dorothy W. Fagg; Louis S. Goodman; Milton W. Haire; Gunard E. Haugh; Edwin A. Martinson; Ruth M. Mowrey; Helen R. Mullen; Edith B. Murray; Marion L. Reese; Donald W. Russell; Lila J. Seeley; Beatrice A. Simpson; Helen L. Thurston; Bryce B. Walton. Most of the visual and auditory aids listed at the end of the unit assignment were suggested by Mr. Russell and Dr. Goodman. Nearly all of these students are teachers, supervisors, or administrators in the secondary schools of Massachusetts and neighboring states.

For example, items 1 and 2 are the concern of the entire program of physical and health education in schools where such a program exists. In these schools, items 1 and 2 should be represented in the proposed series of unit assignments by activities which tend to develop broad generalizations pertaining to the function of courses in physical and health education in an all-out effort to win the war. Similar observations hold for other items in the delimitation.

No effort is made here to discuss such pertinent matters as the format and theory of unit organization, the kind of teaching-learning cycle best suited to the use of the unit assignment, and methods of estimating the educative growth of pupils. The writer has discussed these matters in detail elsewhere in publications quite generally available.²

The source unit and unit assignment are now left to speak for themselves.

GENERAL STATEMENT OF THE UNIT¹

Every loyal American wants to do all he can to help win the war. The millions of junior and senior high-school pupils throughout the country can do a great deal if each does his part.

ITEMIZED STATEMENT, OR DELIMITATION, OF THE UNIT³

1. *Each pupil should do all he can to keep himself physically healthy and fit.* He should avoid unnecessary exposure to contagious or infectious disease. He should eat the right foods in the right amounts at the right times. He should engage in work, exercise, recreation, and rest of the right kinds in the right amounts at the right times. He should receive medical examinations and physical-fitness tests at suitable intervals, know what the results are and what they mean, and do something about them. For example, if a medical examination shows he needs dental, optical, or other medical treatment, he should do all he can to see that these needs are met.

2. *Each pupil should help others to keep physically healthy and fit.* If he is suffering from a cold or other contagious or infectious disease, he should know what to do in order to avoid passing the disease on to others, and do what he knows should be done. Illness, even of the common cold variety, always means reduced efficiency and often loss of working time, which the country can ill afford at present.

3. *Each pupil should do all he can to keep himself mentally healthy and fit.* He should develop understanding of, and faith in, his country's cause. He should not take himself too seriously. He should endure gladly personal inconveniences and privations when necessary to further his country's cause.

²Roy O. Billett, *Fundamentals of Secondary-School Teaching*, Houghton Mifflin Company, Boston, 1940.

¹"The Unit on the Reading of Newspapers: A Group Project," *The English Journal*, (January, 1942) 31:15-31.

³"The Values of Unit Organization," Chapter IV in *Unit Planning in Business Education*, Fifteenth Yearbook, Eastern Commercial Teachers Association, Somerset Press Inc., Somerville, New Jersey, 1942.

²The statement and delimitation of the unit are for the teacher's use only. They are never presented to the pupil in any form.

He should develop and maintain the persistence, hope, confidence, and courage that is commonly referred to as morale.

4. *Each pupil should help others to keep mentally healthy and fit.* Morale is contagious. He should so conduct himself as to be a good example to others. He should challenge all rumors that tend to break down morale. He should treat all his schoolmates with courtesy and fairness regardless of their racial or national origin or their religious beliefs.

5. *Each pupil should do his regular school work to the best of his ability.*⁴ The regular school work provides a necessary preparation, (1) for the more specialized training which will enable him to participate in the successful conduct of the war on the home front, and if need be, later, on the battle front; and (2) for intelligent and well-intentioned participation in building a better world after the war.

6. *Each pupil should consult with his parents and teachers concerning the desirability of taking one or more of such specialized courses as the following if they are offered by the school or by other agencies in the community: machine-tool operation; the mechanics of the internal-combustion engine; welding; forging; sheet-metal work; radio construction, repair, or operation; food production; aviation; carpentry; blueprint making and reading; tool and die-making; electrical work; first-aid; and nursing.*

7. *Each pupil who is to be graduated this year, and who does not intend to go on to college, should investigate the opportunities now being provided under state and Federal auspices, to secure training for jobs in industries listed as essential to national defense.* These are: (1) manufacture, maintenance, and repair of aircraft; (2) making machine tools; (3) building, maintenance, and repair of ships; (4) electrical work; (5) forging; (6) light manufacturing; (7) sheet-metal trades; (8) woodworking; (9) manufacture of ammunition; and (10) manufacture of light and heavy ordnance.

8. *Each pupil should find out about the work done by airplane spotters, air-raid wardens, volunteer firemen, messengers, home guards, and the like.*

9. *Each pupil should find out what to do during a bombing attack, how to give first aid to the injured, and how to deal with poison gas, incendiary bombs, and the like.*

10. *Each pupil should conserve sources of heat, light, and power, such as coal, oil, gasoline, gas, and electricity.*

11. *Each pupil should understand the nature and uses of essential war materials and should conserve, so far as he can, the following materials in which shortages exist or are threatened: aluminum, steel, iron, copper, zinc, lead, burlap, cotton duck cloth, wool, anti-freeze solutions, fats, sugar, and fertilizers.*

12. *Each pupil should understand the nature and uses of the following*

⁴Teachers should see that each of the regular courses stresses the most useful and functional areas. This is no time for traditional courses as usual any more than for business, industry, or politics, as usual.

essential and largely imported war materials, and should conserve them so far as he can: rubber, manganese, nickel, chromite, tungsten, potash, antimony, tin, mercury, and mica.

13. *Each pupil should conserve so far as he can all kinds of property and equipment. To replace any, may detract from the war effort.*

14. *Each pupil should conserve, so far as he can, all kinds of non-war goods and supplies. This will make it possible to produce more war goods.*

15. *Each pupil should help in salvaging paper, cardboard, cartons, collapsible tubes, tin cans, aluminum, iron, copper, zinc, graphite, rubber, and any other materials essential to the war effort.*

16. *Each pupil should understand that undesirable inflation will result unless the government levies higher taxes than usual and the people save more money than usual. These savings also will be needed to help tide the people over the period of re-adjustment after the war.*

17. *Each pupil should understand the geography of the war, the location and climate of important war areas, and their distances from each other and from the arsenal which is and will be America until the war is won.*

18. *Each pupil should understand the nature of the greatly increased transportation difficulties during the war. This applies to shipping, to railroad transportation, and to transportation by trucks and other motor vehicles. Transporting and supplying our armed forces comes first. Hence rationing of certain commodities for civilian use in some places is often necessary even when great supplies of the commodity are available in certain other places. Civilians must expect to find substitutes for, or do without, many common foodstuffs and supplies.*

19. *Each pupil should understand the importance of rationing and the problems of hoarding and bootlegging.*

20. *Each pupil should consider the possibility of service in one or more of the following ways: selling war stamps and bonds, gardening, working during summer vacation on farms or in some other essential industry.*

21. *Each pupil should understand that an unprepared people can be conquered swiftly and perhaps can be kept conquered permanently by a ruthless enemy who is prepared to wage mechanical and chemical warfare.*

22. *Each pupil should understand that in total war everyone is a combatant.*

23. *Each pupil should understand that we have no time now for squabbles about what anyone ought or ought not to have done. We are in the war and we must win it. The United Nations "will hang together or hang separately." Divide and conquer has been the Nazi technique.*

24. *Each pupil should understand that Americans always have given up in time of war, usually of their own accord, many of their accustomed personal liberties. The fundamental law of the land provides legal procedures whereby these personal liberties may be suspended by force, if necessary, for promotion*

of the common welfare. This same fundamental law requires the restoration of personal liberties (guaranteed under the Bill of Rights) when peace comes.

25. *Each pupil should try especially hard during wartime to practice democracy in his daily living.* In other words, he should try to be as intelligent as possible about all that he does, and as fully concerned for the welfare of others as he is for his own welfare.

26. *A few pupils, especially boys, may want to secure their college degrees before entering the armed forces or other war service.* To accomplish this it may be necessary or desirable to complete the work of grades nine to twelve, inclusive, in three years. For most pupils such "speeding up" would be undesirable. Hence no pupil should want to make the attempt without the full approval of the principal of his school.

THE UNIT ASSIGNMENT

A. Suggestions for Introductory Activities

1. Have each pupil spend a few minutes thinking seriously about what he is doing and what he could do to help win the war. The following instructions and test might be used:

Here are ten ways to help win the war. Test yourself. Read way number (a) carefully. Give yourself a score of 10 on way number (a) if you think you are doing everything you can under that head. Give yourself a score of 0 if you are doing nothing under that head. Or give yourself a score somewhere between 10 and 0 according to your best judgment of the amount of service you are rendering in proportion to the amount which you could render. Do the same for the other nine ways. Add up your total score and place it in the upper right-hand corner of the test paper. Hand the scored test to your teacher.

Ten Ways to Help Win the War¹

- a. Avoiding waste of all kinds, in the kitchen, factory, on the highway, everywhere.
- b. Buying war bonds and stamps with every penny you can spare.
- c. Taking part in civilian defense, Red Cross, or other voluntary war work.
- d. Serving in silence, guarding vital war information, and suppressing and refusing to pass on wild rumors.
- e. Extending assistance and hospitality to our armed forces at home, cheering our fighters on the war front, applauding our workers for jobs well-done.
- f. Doing your daily job to the best of your ability, and keeping physically fit.
- g. Maintaining a cheerful outlook in spite of unfavorable news from

¹Prepared by Dr. Lewis M. Terman, Dr. Ralph Lutz, and Dr. Chilton R. Bush.

the war front, or such things as strikes and profiteering on the home front.

- h. Contributing willingly to worth-while organizations such as the USO, Red Cross, and Navy Relief.
 - i. Maintaining a co-operative attitude toward all war-time regulations, especially those measures that tend to disrupt your way of life.
 - j. Utilizing to the best of your ability other opportunities for war activity.
2. Discuss the test with the rest of the class. Do you think the test is more appropriate for grown-ups than for secondary-school pupils? For instance, would the test be better for secondary-school pupils if it consisted of a much longer list of very specific things to do? Discuss with the teacher the desirability of having a committee of pupils to work with the teacher in building a longer and more detailed test.
 3. Appoint a committee to add the individual-pupil scores on each of the ten ways of helping win the war, and to divide the sums by the number of pupils who took the test. The committee should report the results and explain what seem to be the strengths and weaknesses of the class from the standpoint of helping win the war.
 4. Select and present a sound film or recording, or both. For suggestions see the list with which this unit assignment is concluded.

B. Suggestions for Core Activities

1. Read carefully all the suggestions in this study-and-activity guide. Check (✓) the items which interest you. Examine, so far as you wish, the optional related activities suggested in the card file on this unit. Then have an understanding with the teacher as to just where you will begin work. The teacher will be glad to consider any suggestions which you may have for other activities related to the unit but not included in the study-and-activity guide or in the card file.
2. At least during the first week of work on this unit keep a written record of definite practical things which secondary-school pupils in your community can and should do to help win the war. You will get many suggestions from your reading, from the radio, and from your own observation. Sign your name to the list and hand it to the teacher.*
3. Elect a committee of three to keep a war map of the world up-to-date while the class is working on this unit. A large outline map of the world could be mounted on the bulletin board. Colored map-tacks could be used to show the main facts about each theater of war. Or the class may have a better idea. Study the war map each day. If you have any questions or know any facts not shown by the map, hand them in writing to the committee in charge of the map.

*These lists should be considered by the committee in charge of building the test which, of course, can be used for purposes of evaluation at the end of work with the unit.

4. Do you think you know the answers to the following questions? If so, try talking about one of them with some of your classmates and see if they agree with you.
 - a. What is the battle of the Atlantic and where and how is it being fought?
 - b. Why did Italy and Germany take part in the Spanish Civil War?
 - c. Why did France prove such an easy victim for Germany?
 - d. Why did Germany attack Russia after Russia had helped in the conquest of Poland?
5. Do you think you know what the following terms mean? If so, see if other pupils agree with you.

a. Defensive war	f. Total war
b. Offensive war	g. Fifth columnist
c. Sabotage	h. Appeasement
d. Blitzkrieg	i. Charter of the Atlantic
e. The Four Freedoms	j. Isolationism
6. Ask the teacher to appoint a committee to report on the main differences between American democracy and (1) communism, (2) fascism, and (3) nazism. Hand to the teacher in writing any ideas which you may get from thinking or reading about these differences. The teacher will see that the committee gets your suggestions. (1; 39; 44; 70; 83; 91; 92; 95; 100.)⁷
7. Can you find the provisions of the Constitution of the United States which provides for the suspension, during wartime, of our democratic way of living? Have these provisions been enforced in previous wars? Are they being enforced in this war?
8. Hand to the teacher a list of peace-time habits which you believe secondary-school pupils in your community should give up. Hand in also a list of war-time habits to take the place of these peace-time habits. (41).
9. By means of an oral report, a feature story, an editorial, a cartoon, a poem, a dramatization, or in some other way that pleases you, show what you think of one of the following:
 - a. A person who is unnecessarily flabby and soft.
 - b. A person who hoards commodities in which a shortage is likely to exist.
 - c. A person in a theater, auditorium, train, trolley, or bus, who coughs or sneezes without any effort to prevent other people from being thoroughly sprayed.

⁷One way of suggesting to the pupil in code, that he may find helpful, in connection with this activity, items 1; 39; 44; 70; 83; 91; 92; 95; and 100 in the list of readings, visual aids, and auditory aids, which form a part of the unit assignment. He should understand however, that other materials which he discovers for himself may be for him even more valuable. Complete coding has not been attempted because available reading materials and other teaching aids will vary greatly from school to school.

- d. A person who insists on talking, from a very short distance, directly into your face.
- e. A person whose carelessness leads to accidents to himself, or to others.
Be sure to relate your work to the theme "Helping Win the War."
10. What is *sedition*? *Treason*? Can you cite one recent conviction on each charge? Just what had the convicted person done? Have any persons ever been convicted of sedition or treason in peacetime in the United States?
11. What do you think some Americans are forgetting when they refer to Hitler as a "one-time house painter?"
12. What would happen if the United States should lose the war? You could answer this question with an editorial for the school paper, or with a poem, or a dramatization, or a cartoon, or in some other way.
13. In past times conquered nations after a lapse of years have been able to regain their independence solely through their own efforts. Can you name a case or two? What would be the chances of the countries conquered so far by Germany and Japan to regain their independence if it were not for Great Britain, Russia, and the United States?
14. What two South American countries had not broken diplomatic relations with the Axis powers, as late as November 15, 1942? Have they since broken relations? Why or why not? Have any South American countries declared war on the Axis? Why or why not?
15. Up to November 15, 1942, the United Nations had not invaded either Germany or Japan, except by air. Why? Do you think a land invasion of these two countries will be necessary before the war can be won? What is the difference between a commando raid and an invasion?
16. Ask ten persons, whose guesses should be as good as anyone else's, how long they think the war will last. What is the average of the ten guesses? Assuming the war will last as long as the average of the ten guesses, prepare a list of recommendations for secondary-school boys and girls with particular reference to their occupations on leaving the secondary school.
17. Prepare a two-minute report to the class on the uses and cost of one of the following: battleship, airplane carrier, cruiser, destroyer, heavy bomber, medium bomber, pursuit plane, cargo plane, dirigible, jeep, anti-aircraft gun, eighty-eight mm. anti-tank gun, sixteen-inch gun. Your talk would be much more effective if you would prepare in advance posters or sketches of one sort or another, to illustrate each item. Can you draw any conclusions as to which items are most valuable at present? What has been learned on this point from the battles of the Coral Sea, Midway Island, the Solomon Islands, our Atlantic Coast, the Caribbean, and Libya?
18. Prepare a two-minute oral report on the particular physical and mental requirements for some one type of service in the armed forces. (For example, a bombardier, a pilot of a pursuit plane, commander or member

of a submarine crew, commander or member of the crew of a mosquito boat, a commando, a ranger, a glider pilot, a parachutist, a member of the intelligence service.)

19. Relate your answers to the following questions to "Helping Win the War."
 - a. Have you had a thorough medical examination in the past year or two? If so, and if any deficiencies were found, what have you done to remove them?
 - b. Have you had a physical-fitness test in the past year or two? If so, and if any recommendations were made by the medical examiner or physical-education teacher, have you carried them out? With what results? (67).
 - c. Have you been immunized for diphtheria? For smallpox? For any other contagious or infectious disease?
20. Find out what food experts consider to be a healthful diet. (22; 40). Check your own diet for a week to see how it compares with diets recommended by experts. If changes in your diet seem desirable see what your parents think about it.
21. Is it possible for people to have a healthful diet when the family income is low? When foods are rationed? (54; 59).
22. Prepare a list of recommendations for secondary-school pupils who would keep (1) physically well; (2) mentally well. You can get the help of the teachers of physical and health education and of the pupils enrolled in those classes. Hand this list to the teacher.
23. What is morale? Is loyalty to one's country something different? For one week keep a record of things people actually do which indicate the extent of their morale and loyalty. Sign your name to this record and hand it to your teacher. (67).
24. Select one course or extracurriculum activity in your school and find out its contribution to preparing pupils to help win the war. Ask the teacher in charge to tell you what changes have been made in the course or activity since the United States entered the war. Find out whether these changes are likely to be maintained after the war is over. Get the teacher's approval of your report and then hand the report to your teacher in this class.
25. *Consumer's Guide* for January 15, 1942 lists the little things that any family can do to make our nation stronger in war. Are there any things in the list which are not being done by your family? Is your family helping in ways that are not mentioned in the list? (12; 78).
26. Recommend a list of ten simple economies that you think would be useful in the war effort and practicable in your community. For example, in some communities wire clothes hangers are returned to the cleaners, clean paper bags to the grocers, and many purchased articles are accepted without wrapping. Hand your list to the teacher. (78).
27. Some of the occupations important to the war effort both on the home

front and the battle front are concerned with: International Morse Code, radio and telephone operation and repair, aviation, first aid, home nursing, dietetics and nutrition, nurse-aid work, canteen work, automobile maintenance and repair, airplane maintenance and repair, map reading, photography, metal work, foundry work, machine-shop work. Select one of the above and (1) show just why and how it is important; (2) tell how one can get the necessary training or education for it. Hand your report to your teacher. (55).

28. Name an occupation, important to the war effort, in which you feel particularly interested. Answer the following questions: How is the job vital to the war effort? Does one need any special training for the job? If so, where can one get the necessary training? Should one finish the secondary school before starting training for the job, or before taking the job? Hand your report to the teacher. (See *Education for Victory*, April 1, 1942; also 20 and 28).
29. What are *critical* war materials? *Essential* war materials?
30. Try to make at least one important suggestion of value to persons who want to help win the war by salvaging the following materials: cardboard, corrugated paper, wrapping paper; cellophane, paper bags, newspapers.



—Student Life

Girls in the Community Service Division of the High School Victory Corps of Ellicott City, Maryland, can tomatoes for the school cafeteria.

magazines, old iron, old rubber, and rags. Write out your suggestions and hand them to the teacher.

31. Write out and hand to the teacher the chief war uses of one or more of the following: aluminum, magnesium, rubber, wool, cotton, gas, coal, oil, burlap, sugar, fertilizers, fats, wastepaper, glycerine, potash, goose and duck feathers, and copper.
32. On pages 14-15 of *Consumer's Guide* for July 1, 1942, you will find a check list dealing with economy in the use of automobiles. Do you believe some of the items do not apply to your community? Can you add other items which are important for your community? Hand your answers in writing to these two questions, to the teacher. (34; 78).
33. How can shortages of materials, or the evil effects of such shortages, be avoided? (73; 74).
34. What shortages of materials can be relieved by increased trade with Canada and the countries of Central and South America?
35. Why is it to the individual's advantage to save as much as he can during the war? To buy as many war stamps and bonds as he can? (52; 78).
36. Explain or illustrate in one way or another the meanings of the following: price ceiling, frozen rents. (78).
37. Find out whether your school can or should do more with such matters as: selling war stamps and bonds, raising a school garden, conducting a contest for the growing of individual gardens, baling loose paper, co-operating with the local civilian defense council.
38. Hold panel discussions on one or more of the following questions:
 - a. Should all boys in secondary schools be required to take military training?
 - b. Are physical-education activities which are good for wartime, equally good for peacetime? (67).
 - c. Are city boys and girls more in need of medical examinations, physical-fitness tests, and physical-education activities, than rural boys and girls?
 - d. Is this the time to develop a better intramural program of sports and games?
 - e. If a secondary-school pupil does all he can to help win the war will he find it necessary to neglect his regular studies?
 - f. Should secondary-school pupils enlist?
 - g. Should our class sponsor or participate in a salvage-for-victory campaign?
 - h. Has our community made all reasonable preparations for air raids?

C. Suggested Optional Related Activities

1. Volunteer to serve with the teacher on a committee to make a program for the last week or two of class work on the unit. Unless the program is

carefully planned in advance the members of the class will not get a good chance to share with each other the results of their activities.

2. Volunteer to serve on a committee to help keep up-to-date a bulletin-board and table exhibit of the work of the class on the unit.
3. Volunteer to serve with the teacher on a committee which will attempt to prepare a brief summary of the work of the class on one of the following core activities: 2, 8, 16, 22, 23, 24, 26, 27, 28, 30, 31, 32, 35.
4. By means of mounted clippings from newspapers, or a scrapbook, show the main things which secondary-school pupils can do to help win the war. (9).
5. Ask your principal to tell you what new courses and activities have been added to your school program because of the war. Report to the class. (50).
6. Serve on a committee to summarize the war services now being rendered by your school. Ask your principal to check your summary for accuracy and completeness. Compare your summary with the services which the school might be expected to render. See, for example, "School and College Civilian Morale Service" in *Education for Victory*, May 1942. (50).
7. Find out how many of your classmates are trained to serve as junior air-raid wardens, messengers, or in some other important help-win-the-war capacity. Where did they get their training? What are their duties?
8. Serve on a committee to collect from the class, nominations for the best songs inspired by the present war. Arrange a fifteen- or twenty-minute program in which the three most frequently mentioned songs are used.
9. Find out what changes your classmates have made in their recreational activities since our entry into the war. Ask your teacher to help you prepare a questionnaire or a set of interview questions. Based on this study, prepare a set of recommendations for recreational activities for the secondary-school boys and girls of your community for the duration of the war. See if you can get the class to adopt your recommendations. If so, see if the editor of your school newspaper, or of a local newspaper, or both, are willing to publish the recommendations. (65; 67).
10. Does your school have a High School Victory Corps? If so, what are the general requirements for admission? Secure printed materials on the subject prepared by the United States Office of Education, Washington, D. C. Does your school listen to the High School victory corps hour from 2:30 to 3:00 EWT each Tuesday afternoon over the Blue Network of the NBC?
11. Ask the teacher to give you the name of every sixth pupil in the class list. Interview each of these pupils and find out if they have satisfactory ideas as to what they should do in case of an air raid if they were (1) at school, (2) at home, (3) on the street, (4) at church, (5) at the theater. Report your findings in summary form.

12. Why does the government want a large number of models of Allied and Axis airplanes made accurately to scale? Have you as pupils been helping in this respect? If not, find out what should be done about the matter.
13. Write an article for your school paper, or for your local newspaper, on some phase of your school's contribution to the war effort.
14. Write an editorial for the school newspaper on some contribution to the war effort which you think your school should be making, but is not.
15. By writing to the Office of Price Administration, Consumer Division, Washington, D. C., you can get free: (1) a suggested school-assembly program entitled "War Against Waste"; (2) a dramatization for secondary schools entitled "War Against Waste"; (3) other bulletins such as "The War and Your Pocketbook," and "Wise Buying in Wartime." You may want to write for one or more of these, to add to the classroom-laboratory library for this unit. Consult your teacher first. (78).
16. Prepare an oral report to the class on one of the following:
 - a. Local opportunities for contributing to the war effort by working before or after school, on Saturdays, or during the summer vacation;
 - b. Local opportunities for working part-time and going to school part-time; and
 - c. Credit toward graduation for work contributing to the war effort.For information consult your principal or the local office of the United States Employment Service.
17. If the pupils who attend your school do not have a chance to take regular medical examination or physical-fitness tests consult your principal and report the reasons to the class.
18. Make a list of the agencies in your community which help you to keep mentally and physically healthy and fit. Tell what each agency does. Report to the class and see if they can add any which you overlooked. (67).
19. With the help of the home-economics teacher prepare suggested menus for a family of four for two weeks. Show that you have provided not only variety but also economy and balance.
20. Prepare a list of foodstuffs in which shortages now exist. Another list in which shortages are threatened. Make recommendations. See if the class agrees with you.
21. Find out the facts and then make them available in one way or another to the rest of the class, with reference to one of the following:
 - a. Maintaining the health of our fighting forces;
 - b. Commonly used foods now lacking or likely soon to be lacking;
 - c. Physical-education activities which are particularly good for the pre military training of boys; and
 - d. Physical-education activities which are particularly good for girls during wartime.
22. If you are planning a home garden for next year prepare a pencil drawing

- of your proposed garden showing what you intend to plant, how much, and where. See if the bulletin board committee is willing to post it. (16).
23. Prepare for the bulletin board an illustrated summary of the main differences between American democracy and each of the following: communism, fascism, and nazism. In this connection you will want to consult pupil reports on core activity number 6. Ask your teacher about this. (7; 66).
24. Is a democracy efficient in the use of the blitzkrieg? One radio commentator urges us not to use the word blitzkrieg. Why? Do you think he is right?
25. If you are a good oral reader arrange with the teacher to read to the class the poem "I Am An American" (*Growth of Democracy*, pp. 206-207). Perhaps some other selection of your own choosing would be better. Consult your teacher.
26. If you are particularly interested in the people of some one race, nationality, or religion, you may want to study and summarize what they are doing to help win the war. (7).
27. Do you think naturalized citizens in general appreciate the American way of living more than native-born Americans? (7; 12).
28. *Let Freedom Ring* contains a number of radio dramatizations pertaining to the American way of living. See whether you think any one of them would be worth putting on as a part of the regular classroom activity or as an assembly program.
29. The United States government offers a number of medals and other awards for heroism and other forms of distinguished service in war. You might find it interesting to prepare an exhibit of such medals and awards. For the most part you will probably have to use illustrations cut from newspapers and magazines and original drawings of your own.
30. What example of morale has impressed you most since the United States entered World War II? You can answer this in any one of several ways: a poem, an editorial, a song, an oral report, a drawing or cartoon, or in some other way.
31. Prepare a two-minute oral report on the hero of the present war, whom you most admire, and why.
32. Write a lyric poem about the war. Set it to music, or see if some other member of the class wishes to try.
33. Read "Voices of Defeat" in *Life Magazine*, April 13, 1942, (76); also read *Divide and Conquer*. (21). If you would like to make any comments to the class about these articles let your teacher know.
34. Find out how the words *sabotage* and *fifth columnist* originated.
35. What lessons do you think the United Nations have learned from Pearl

Harbor? Bataan? Corregidor? Hong Kong? Singapore? Burma? The East Indies? Tobruk? Get suggestions from each member of the class, then prepare a summary.

36. Why did we lose so many ships during 1941 and the first half of 1942 in the Caribbean area? Has the situation improved recently? If so, why?
37. What mechanical devices are now available to prevent the sinking of a merchant ship which strikes a mine or is torpedoed? Are all merchant ships so protected? If not, why not?
38. What devices are available for the protection of airplane crews forced down at sea?
39. What lessons should we have learned from the sinking of the Normandie?
40. Ask each member of the class to write down any important changes which he or she thinks has occurred as a result of the war, in our relations with Canada or with any one of the Central or South American countries. Tabulate the replies and make the summary available to the entire class in one way or another.
41. Locate the defense bases which we acquired from England. Explain to the class why these bases are important. Keep in mind our other bases. Make recommendations about acquiring still other bases. Are these bases useful for purposes of offense?
42. In a three-minute report show that "carelessness can lose the war." (Or convey the same idea by means of a feature story, an editorial, a cartoon, a poem, or by any means that suits you best.)
43. Same as 42 except conveying the idea that "the Japanese and Germans have deceived themselves more than they have deceived any one else."
44. Same as 42 except using the theme "How to Lose the War."
45. It is said that an old electric iron will furnish scrap for two helmets, an old refrigerator will furnish steel for three machine guns; 100 pounds of paper will provide a carton for 35 anti-aircraft shells; fifty feet of old garden hose will provide rubber for four army rain-coats, thirty-two old tin tubes will provide the tin for one fighter plane. Can you gather other similar facts? Consider how to present them most effectively to the class. (78).
46. How is Germany acquiring "legal" title to businesses and industries in conquered European countries?
47. Prepare a report on substitute materials due to the war. For example, glass cans are replacing tin cans, dried fruits and vegetables are replacing canned fruits and vegetables to some extent, and so on. See if the class can add important items to your list.
48. Interesting panel discussions could be held on any of the following questions:

- a. Why does a rich country like the United States have a shortage of materials?
 - b. Must we lower our level of living during wartime?
 - c. How can we oppose hoarding and the black market?
 - d. Should profits be limited during wartime?
 - e. Should workmen strike during wartime?
 - f. Did World War II begin when Japan conquered Manchuria?
 - g. Is the present world war the first total war?
 - h. Should the United States recognize the Free or Fighting French as the official French government?
 - i. Are heroes fearless?
 - j. Do we need a (better) system of pupil participation in the management and control of our school if we are to do our most to help win the war?
 - k. Should our school help by making articles needed (suggested by the Red Cross) for army and navy hospitals, either in our practical-arts shops or in home workshops?
49. When you finish work on this unit ask the teacher for a copy of the test on "Helping Win the War" built by the teacher and the committee of pupils. Test yourself. Do you rate higher than you did at the start of the unit?

READING MATERIALS LIKELY TO BE USEFUL TO TEACHER AND PUPILS IN CONNECTION WITH CLASSROOM-LABORATORY WORK ON THIS UNIT*

1. *A Comparison of Democracy, Communism, and Fascism*, Reprinted in bulletin form from *The World Book Encyclopedia*, The Quarrie Corporation, Publishers, 35 East Wacker Drive, Chicago. 12 pp.
2. Adams, James Truslow, *An American Looks at the British Empire*, New York: Farrar and Rinehart, Inc., Pamphlet No. 1 in "America in a World at War," 1940. 32 pp. 10 cents.
3. "America at War," The Complete Story of How the United States Became Involved, with all Important Documents, *Current History* (January, 1942) 1:385-466.
4. *America in World War II*, American Education Press, Inc., Columbus, Ohio, April, 1942 (Maps and Background Facts). 32 pp. 15 cents.
5. *A War Policy for American Schools*, Educational Policies Commission, National Education Association, Washington, D. C., 1942. 47 pp. 10 cents.
6. Bacon, Francis L., *The War and America*, New York: The Macmillan Company, 1942. 125 pp. 60 cents.
7. Benedict, Ruth, and Ellis, Mildred. *Race and Cultural Relations*. Washington, D. C.: Nat. Ass'n of Secondary-School Principals 1942. 64 pp. 30 cents.
8. Billett, Roy O., "Implications of Democracy for Secondary Education,"

*Prices are given where obtainable through library resources. Items not priced probably either are free or of small cost, as the reader may infer from the data given.

Chapter II in *Fundamentals of Secondary-School Teaching*. Boston: Houghton-Mifflin Company, 1940. 671 pp. \$2.90.

9. Briggs, Thomas H., Hartford, Ellis, and Wilhelms, Fred T., *My Part in This War*. The Consumer Education Study of the National Association of Secondary-School Principals. Washington, D. C.: the Association. 1201-16th St. N. W. Available about January 1, 1943.
10. Brown, William B., "National Defense, A Timely Unit for Los Angeles Seniors," *The Clearing House* (October, 1941) 16:71, 74.
11. *Building America*, A Photographic Magazine of Modern Problems, Issued monthly, October through May, Americana Corporation, 2 West 45th St., New York City, \$2.00 per year. Eight issues.
12. Burgess, E. W., and Baumgartner, J. C. *The American Family*. Washington, D. C.: Nat. Ass'n of Secondary-School Principals. 1942. 56 pp. 30 cents.
13. Calhoun, Harold G., and Calhoun, Dorothy, *Let Freedom Ring*, Bulletin, 1937, No. 32, United States Office of Education, Washington, D. C., (Scripts of 13 National Radio Broadcasts). 379 pp.
14. Childs, Marquis W., "Weapons from Waste," *The Atlantic Monthly*, (February, 1942) 169:133-141.
15. *Civilian Defense Course for School and Home*, Handbook No. 14, The Massachusetts Committee on Public Safety, 18 Tremont Street, Boston, December, 1941. 23 pp.
16. Christensen, Chris, Clark, Noble, and Knapp, Royce. *Agriculture*. Washington, D. C.: Nat. Ass'n of Secondary-School Principals. 1942. 52 pp. 30 cents.
17. Clarke, R. W. B., *Britain's Blockade*, New York: Oxford University Press, 1941. 32 pp. 10 cents.
18. *Consumers' Guide*, Department of Agriculture, Washington, D. C. Published monthly. (All issues, since our entry into the war, valuable for this unit). 50 cents per year.
19. *Consumer Prices*, Special Issue on What Wartime Price Control Means to You, Leaflet 23, Office of Price Administration, Washington, D. C., May, 1942. 20 pp. Free.
20. *Defense Job Training*, The United States Office of Education, Washington, D. C. (Condensed Guide to Programs Authorized by Congress for Work in the Defense Industries and in the Armed Forces). 1941. 8 pp. Free.
21. *Divide and Conquer*, Pamphlet, United States Office of Facts and Figures, Washington, D. C., 1942. 15 pp.
22. *Eat the Right Food to Help Keep You Fit*, Folder, United States Department of Agriculture, 1942. 6 pp. Free.
23. *Education and the Morale of a Free People*, National Education Association, Washington, D. C., 1941. 29 pp. 10 cents.
24. *Education for the Common Defense*, Pamphlet, National Education Association, Washington, D. C. 1940. 32 pp. 25 cents.
25. *Education for Victory*, Published biweekly by the United States Office

- of Education, Washington, D. C. (All issues since our entry into the war are valuable for this unit) \$1.00 per year.
26. Ellis, Charles H. Jr., and Thompson, Robert E. S., "Your Blood Goes to War," *Saturday Evening Post*, May 2, 1942, p. 26ff.
 27. *Geographic School Bulletin*, Separate two-page bulletins on strategic materials such as: Chromium; manila fiber; mercury; mica; nickel; quinine; silk; tungsten; antimony; tin; wood; quartz crystal; vitamins; manganese; sugar; clothing. 1941-1942, The National Geographic Society, Washington, D. C. Free.
 28. Greenleaf, Walter J., *Wartime Occupations*, United States Office of Education, Washington, D. C. (A selected, comprehensive, annotated bibliography). 1942. 16 pp. 15 cents.
 29. Haig, Robert Murray, *Financing Total War*, Columbia Homefront Workbooks, No. 5, New York: Columbia University Press, 1942. 32 pp. 25 cents.
 30. Hallock, Grace T., and Turner, C. E., *Florence Nightingale*, Pamphlet, Health-Heroes Series, New York: Metropolitan Life Insurance Company, 1928. 24 pp.
 31. Hansen, Alvin, and Leamer, Laurence. *Economic Problems of the Post-War World*. Washington, D. C.: Nat. Ass'n of Secondary-School Principals. 1942. 64 pp. 30 cents.
 32. Herlin, Emil, and Fry, Varian, *War Atlas, a Handbook of Maps and Facts*, 8 West Fortieth Street, New York, Foreign Policy Association, Inc., 1940. 5-96 pp. 25 cents.
 33. *How Boys and Girls Can Help Win the War*, Full-Color Cartoons, Parents' Institute, Inc., 52 Vanderbilt Ave., New York, 1942. 48 pp. 10 cents.
 34. *How to Get the Most Out of Your Car and Make It Last Longer*, Detroit, Michigan, General Motors, Inc., 1941. 65 pp. Free.
 35. Hunt, Erling M., (Editor) *America Organizes to Win the War*, High-school Edition, New York: Harcourt, Brace and Co. 1942. 395 pp. \$2.75.
 36. James, Preston E., *Latin American*, New York: Lothrop, Lee, and Shepard Co., 386 4th Ave. 1942. 908 pp. \$4.50.
 37. Johnstone, William C., *America Faces Japan*, Pamphlet No. 17 in "America in a World at War," New York: Oxford University Press, 1941. 32 pp. 10 cents.
 38. Kalp, Earl S., and Morgan, Robert M., *Defense of the Western Hemisphere*, Boston: Ginn and Company, 1941. 66 pp. 60 cents.
 39. Kalp, Earl S., and Morgan, Robert M., *Democracy and Its Competitors*, Boston: Ginn and Company, 1940. 96 pp. 48 cents.
 40. *Keeping Well*, Folder, Massachusetts Department of Public Health, Boston, Massachusetts, 1941.
 41. "Learning Wartime Habits," *Consumers' Guide*, April 1, 1942.
 42. *Loan Packets of Reading Materials on the War for the Use of Schools*, Information Exchange, U. S. Office of Education, Washington, D. C. Free.
 43. McBride, Gordon W., "What the War Has Done to Fats and Oils Supply," *Food Industries*, (February, 1942) 14:57-59.

44. McGuire, Edna, and Rogers, Don C., *The Growth of Democracy*, New York: The Macmillan Company, 1941. 428 pp. \$1.32.
45. *Mathematics for Pilot Trainees*, Technical Manual No. 1-900, War Department, Washington, D. C., April 22, 1942. 10 cents, available through the Supt. of Documents, Washington, D. C.
46. Montgomery, G. L., "Lend-Lease and Defense Increase Food Demand," *Food Industries* (September, 1941) 13:62-64.
47. *Mrs. Brown Buys a Bond*, United States Treasury Department. Washington, D. C., 1941. 30 pp. Free.
48. *Music in the National Effort*, Pamphlet, Radio Branch, Bureau of Public Relations of the War Department, Washington, D. C., 1942. 8 pp. Free from Music Educators National Conference, 64 E. Jackson Blvd., Chicago.
49. *National Defense, How Can I Help?* Redding Ridge, Connecticut: The Hawley Publishing Co., Inc., 1940. 9-47 pp. 25 cents.
50. National Education Association. *The War-time Handbook for Education*. Washington, D. C.: the Association. 1942. 48 pp. 25 cents.
51. *Navy Educational Program, What Elementary and Secondary Schools Can Do for the Navy*, Pictorial and Descriptive Folder, Department of the Navy, Bureau of Navigation, Washington, D. C., 1942. 12 pp. Free.
52. Newcomer, Mabel, and Krug, E. A. *How Our Government Raises and Spends Money*. Washington, D. C.: Nat. Ass'n of Secondary-School Principals, 1942. 80 pp. 30 cents.
53. Nugent, Rolf, *Guns, Planes and Your Pocketbook*, New York: Public Affairs Committee, 1941. 30 pp. 10 cents.
54. *Nutrition Education in the School Program*, A Series of Reprints from School Life, United States Office of Education, Washington, D. C., 1941. 24 pp.
55. Ogburn, William, and Weaver, Robert. *Man and His Machines*. Washington, D. C.: Nat. Ass'n of Secondary-School Principals, 1942. 56 pp. 30 cents.
56. Orchard, John H., *Resources for Victory*, Columbia Homefront Warbooks, No. 4, New York: Columbia University Press, 1942. 36 pp. 25 cents.
57. *Pre-Aviation Cadet Training in High Schools*. Leaflet No. 62, United States Office of Education, Washington, D. C. 1942. 17 pp. 5 cents. Order from the Supt. of Documents, Washington, D. C.
58. *Protection Against Gas*, United States Office of Civilian Defense, Washington, D. C., 1941. 75 pp.
59. *Rationing, Why and How*, Leaflet, Office of Price Administration, Washington, D. C., 1942. 14 pp. Free.
60. Reavis, W. C., "What the Secondary Schools Are Doing to Help Win the War," *School Review* (April, 1942) 50:241-255. Also see pp. 86-92 of *The Bulletin* of the Nat. Assn. of Secondary-School Principals, Vol. 26. Oct. 1942. No. 108 for a similar article. This entire publication is devoted to this topic.
61. Reeves, Floyd, Bell, Howard, and Ward, Douglas. *American Youth Faces*

- the Future*. Washington, D. C.: Nat. Ass'n of Secondary-School Principals. 1942. 72 pp. 30 cents.
62. *Report to the Nation*, The American Preparation for War, Office of Facts and Figures, Washington, D. C., 1942. 62 pp.
 63. *Secondary Schools and the War Effort*, Consultative Committee on Secondary Education, United States Office of Education, Washington, D. C. 1942. (Nine pages, mimeographed). Free.
 64. *Sharing America*, A Defense Savings Program for Schools, United States Government Printing Office, Washington, D. C., 1941. 8 pp. Free.
 65. Sellen, Thorsten, and Busey, P. R. *Crime*. Washington, D. C.: Nat. Ass'n of Secondary-School Principals. 1942. 64 pp. 30 cents.
 66. Smith, T. V., Negley, G. R., and Bush, R. N. *Democracy vs. Dictatorship*. Washington, D. C.: Nat. Ass'n of Secondary-School Principals. 1942. 72 pp. 30 cents.
 67. Steiner, Jesse, and Babcock, Chester. *Recreation and Morale*. Washington, D. C.: Nat. Ass'n of Secondary-School Principals. 1942. 72 pp. 30 cents.
 68. *Student Council Handbook*, National Association of Secondary-School Principals, Washington, D. C. 193 pp. \$1.00. To members, 50 cents.
 69. *Suggested Outline for Air-Raid Precaution Education in Secondary Schools*, Mimeographed Pamphlet, Department of Education, Commonwealth of Massachusetts, Boston, 1942.
 70. *The Constitution of Our United States, the Declaration of Independence, and Lincoln's Gettysburg Address*, Chicago: Rand, McNally and Company, 1936. 64 pp.
 71. *The Newsletter*, (February, 1942) Vol. II, No. 5, The American Council on Education, 744 Jackson Place, N. W., Washington, D. C. Free.
 72. *The School Teacher and Defense Bonds*, United States Government Printing Office, Washington, D. C., 1941. 28 pp. Free.
 73. *The War Against Waste*, The Arsenal of Democracy Series, Division of Information, Office for Emergency Management, Washington, D. C., 1941. 26 pp. Free.
 74. *The War on Waste*, Folder and Related Leaflets, Local Chapter or Nearest Area Office of the Red Cross, February, 1942.
 75. *Victory*, Official Weekly Bulletin of the Agencies in the Office for Emergency Management, Washington, D. C. (All issues since our entry into the war, valuable for this unit.) 75 cents per year.
 76. "Voices of Defeat," *Life Magazine*, (April 13, 1942).
 77. *War Atlas*, Foreign Policy Association, 22 East Thirty-Eighth Street, New York. Latest edition.
 78. *War-time Consumer Education*. THE BULLETIN of the National Association of Secondary-School Principals. Vol. 26, No. 109 November 1942. Washington, D. C.: the Association. 126 pp. \$1.00; to members, 50 cents.
 79. Wenger, Hermann Leslie, and Sense, Eleanor, *First-Aid Primer*, New York: M. Barrows and Company, 443 4th Ave. 1942. 117 pp. \$1.00.
 80. *What the Schools Can Do*, Pamphlet No. 4, Educational and National

Defense Series, United States Office of Education, Washington, D. C., 1941. 22 pp. 15 cents.

81. *What the War Means to Us*, American National Red Cross, Washington, D. C., 1942.
82. *What the War Means to Us, a Teaching Guide*, Pamphlet, School and College Civilian Morale Service, United States Office of Education, Washington, D. C., 1941. 30 pp. Free.
83. Wilson, Howard E., Bowman, Nelle E. and King, Allen Y. *This America*, New York: American Book Company, 1942. 209 pp. \$1.40.
84. Winter, William J. *The Model Aircraft Handbook*, New York: Thomas Y. Crowell Co., 1941. 292 pp. \$2.00.
85. *Wise Buying in Wartime*, A Series of Pamphlets Each Concentrating on a Single Topic Such As "Tomatoes and Tomato Products," "Beef," "Eggs," and so on. Lesson outlines and questions. Office for Emergency Management, Washington, D. C. 8 to 12 pp. Free.

SUGGESTED 16-mm. SOUND FILMS

86. "Americans All," The Young People Who Live, Work, and Play between the Straits of Magellan and the Rio Grande, 2 reels, available for transportation costs.⁸
87. "Bombers,"⁹ 10 minutes.
88. "Fighting the Fire Bomb,"¹⁰ 15 minutes.
89. "Our Bill of Rights,"¹¹ 20 minutes.
90. "Our Declaration of Independence,"¹¹ 20 minutes.
91. "Ring of Steel,"¹⁰ 10 minutes.
92. "Tanks,"¹⁰ 10 minutes.
93. "The Flag Speaks,"¹⁰ Technicolor, 20 minutes.
94. "The Story of the Spark Plug—Its Manufacture, Operation, and Care."¹²
95. "Tools of War,"¹³ 20 minutes.

SUGGESTED RECORDINGS, 33 1/3 R.P.M.

96. "The World War and Its Results,"¹⁴ 15 minutes.
97. "For Them We Build,"¹⁵ 15 minutes.
98. "Land of the Free, Home of the Brave,"¹⁶ 15 minutes.

CATALOGUES AND GUIDES TO FILM AND RECORD SOURCES NEAREST YOU

99. *Catalog A, Fifty 16-mm. Sound-Film Motion Pictures that Help Teach Machine-Shop Work*. New York, Chicago, and San Francisco: Castle Films. Distributors for the United States Office of Education.
100. *Catalog*, Chicago: College Film Center, 59 East Van Buren Street.
101. *Educational Film Catalog*, New York: H. W. Wilson Company. Cumulative annually with quarterly supplements.

⁸The Co-ordinator of Inter-American Affairs, 444 Madison Avenue, New York.

⁹Available through Division of Teaching Aids, School of Education, Boston University, Boston, Mass.

¹⁰Protection Division, Office of Civilian Defense, Washington, D.C.

¹¹Bell and Howell Filmsound Library, 1801-15 Larchmont Avenue, Chicago.

¹²Bureau of Mines Experiment Station, 6800 Forbes Street, Pittsburgh, Pennsylvania.

¹³College Film Center, 59 East Van Buren Street, Chicago.

¹⁴Institute of Oral and Visual Education, Munsey Building, Washington, D.C.

102. Miles, J. Robert, *Recordings for School Use*, Yonkers-on-Hudson: World Book Company, 1942.
103. *Official United States War Films*, Defense reports on film. (Films available for transportation costs). Descriptive Folder. Washington, D. C.: Bureau of Motion Pictures, Office of War Information, Washington, D. C.
104. *Radio Transcriptions for Victory*, Washington, D. C.: Educational Radio Script and Transcription Exchange, United States Office of Education, 1942 Catalogue.
105. *The Other Americas through Films and Records* (contains also guide to film and record sources). Catalog prepared by the motion-picture project of the American Council on Education, with the assistance of the Pan American Union, Washington, D.C. 1942. Available through the Council.

CONCLUSION

In closing, a word should be said about the intended use of the lists of reading materials and audio-visual aids just given. Success with the unit does not depend on having all or only these materials at hand. The list of readings should be of help to the teacher who is trying to find out quickly just what pertinent reading materials are locally available in the school library, the public library, and in the collections of reading materials already in the possession of local teachers, administrators, and supervisors. Of course, the teacher will keep in mind that new and valuable reading materials on the subject of the unit are appearing daily, some wholly free to schools, others furnished at minimum cost. Notable among the organizations which are supplying such materials may be mentioned: The National Education Association and its many departments, such as The National Association of Secondary-School Principals; The Red Cross; The United States Office of Education and other offices and departments of the United States Government, such as The Office of Emergency Management, The Office of Facts and Figures, The Office of Price Administration, The Department of Agriculture, The Department of the Navy, The Department of the Treasury, and The Department of War. It is difficult to imagine a public school or public library not now in possession of a wealth of reading materials pertinent to the unit (much in folder, pamphlet, bulletin, or magazine-article form), already put out by these and other organizations. Whatever degree of success the teacher may have in assembling reading materials pertinent to the unit, the materials available when classroom-laboratory work begins on the unit, should be enriched and brought down to the minute through the addition of pertinent items appearing currently in newspapers and magazines.

Selective Service Deferment and Secondary Education

Many inquiries have come to the office of the National Association of Secondary-School Principals about the relationship of educational services in our secondary schools to the Selective Service System.

The last directive issued to state and local boards by the Director of Selective Service, Major-General Lewis B. Hersey, on September 30, 1942, is given here so that local school officials may know what authority local boards of the Selective Service System have for consideration of the occupational status of those engaged in educational work. The release follows:

EDUCATIONAL SERVICES

1. The War Manpower Commission has certified that educational services are essential to the support of the war effort.

2. This bulletin covers the following essential activities which are considered as included within the list attached to Local Board Release No. 115, as amended:

Educational services: Public and private industrial vocational training; elementary, secondary, and preparatory schools; junior colleges, colleges, universities, and professional schools; educational and scientific research agencies; and the production of technical and vocational training films.

3. In considering registrants engaged in educational services there must be taken into consideration the following:

- (a) the kind of institution in which the registrant is engaged;
- (b) the occupation of the registrant in that institution; and
- (c) the classroom studies under the registrant's instruction, supervision, or administration jurisdiction.

Following is a list of occupations by institutions and classroom studies in educational services which require a reasonable degree of training, qualification, or skill to perform the duties involved. It is the purpose of this list to set forth by institutions and classroom studies the important occupations in educational services which must be filled by persons capable of performing the duties involved in order that the essential portions of the activity may be maintained. Item 4 of the list does not include classroom studies but occupations which shall be considered in the same manner as any other occupations. The entire list is confined to occupations which require more than six months of training and preparation.

4. In classifying registrants employed in these activities, consideration should be given to the following:

- (a) The training, qualification, or skill required for the proper discharge of the duties involved in his occupation;

- (b) the training, qualification, or skill of the registrant to engage in his occupation; and
- (c) the availability of persons with his qualifications or skill, or who can be trained to his qualification, to replace the registrant and the time in which such replacement can be made.

CRITICAL OCCUPATIONS

1. *Elementary, Secondary, and Preparatory Schools*

- (a) Superintendents³ of elementary, secondary, and preparatory school systems; and
- (b) teachers who are engaged in full-time instruction in one or more of the following subjects:

Aeronautics	Mathematics
Biology	Physics
Chemistry	Radio

2. *Section omitted—applicable to colleges and universities.*3. *Public and Private Industrial Vocational Training*

- (a) Superintendents of public and private industrial vocational training; and
- (b) teachers who are engaged in a full-time instruction in one or more of the following subjects designated to prepare students for war activities:

Trade, Vocational, Agricultural subjects (such as, Machine Shop practice, Aircraft, Sheetmetal Work, and similar subjects) and in Vocational Rehabilitation.

4. *Production of Technical and Vocational Training Films*

- (a) Persons engaged full-time and exclusively in the production of technical and vocational training films for the army, navy, and war production industries.

Animator	Project Supervisor
Cameraman	Technical Consultant
Cutter	Technical Writer
Film Editor	Sound Engineer

³This may be interpreted to mean the chief administrative officer of a school unit subject to conditions in sections 3 and 4 above.

Your School Prepares for the Armed Forces*

CARL A. JESSEN

*Senior Specialist in Secondary Education, U. S. Office of Education,
Washington, D. C.*

When the Japanese attacked Pearl Harbor on December 7 and then followed three hours later with a declaration of war on the United States, they brought about a complete unification of thought in this country regarding the war and our relationship to it. Following that one stroke came an upsurge of patriotic fervor in the United States such as had not before occurred in the memories of men now living. For days the recruiting stations were jammed with men eager to enlist.

You pupils in the schools, too young to serve in the armed forces, but no less patriotic than your older brothers, insistently asked, what can we do to help win the war? The answers to these questions have been varied, but your response has been uniformly enthusiastic. You are helping to win the war by buying war stamps and bonds; you are adding to the food supply by growing victory gardens; you are bringing out of the cellars and attics scrap materials vital to the war effort; you are assisting in the rationing program; you are conserving things that you use and wear; you are making articles for the Junior Red Cross and the USO.

All this is excellent; but it is not enough. You can and will do much more. In this article we shall point out some of the things that you can do to fit yourselves for war service through your work in the schools—through those daily activities in mathematics and science and English and history and above everything else in healthful living, which seem too commonplace and ordinary but from which military men tell us spring the most important of all qualifications for success and usefulness in the army and navy.

PHYSICAL FITNESS

War service, whether in industry or in the armed forces, demands physical fitness in a sense not required in time of peace. The long hours of application place a premium on strength, stamina, and endurance; the war demands for doctors and nurses and hospital facilities make it doubly important that those who are not in the armed forces shall avoid accidents and illness; the probability that the war may last for some years supports the viewpoint that you who are now in school must not be found wanting physically if you are at some future time called to serve in war plants or in the armed forces.

*"Your School Prepares for the Armed Forces" is Chapter V of a larger manual, *Our Armed Forces*, a source book on the army and navy for secondary-school boys and girls, to be published at an early date by the U. S. Office of Education, Washington, D. C., and available about January 1943 from the Superintendent of Documents, Washington, D. C. This article is published by the National Association of Secondary-School Principals by special arrangement with the U. S. Office of Education.

The first essential for a patriotic boy or girl is to develop a healthy body, constitutionally and physically strong.

The total fitness of each person depends on habits, food, and exercise. No one can trade his body for a newer model. But if you take the proper pride and interest in its development and care, your body will give sturdy service; it will stand the hard knocks of a lifetime. It is a sound investment. As a physically fit person you can work better. You will have a feeling of confidence that comes with a well-developed physique.

Physical fitness is not achieved by a sudden and temporary effort to attain it. Rather it is the result of a program of healthful living over a period of time involving among its principal features:

1. Reduction of accidents and illness to a minimum. When they do appear they should be treated promptly and effectively.
2. Correction of remediable physical defects. Most of the defects that are causing rejections of the men by the selective service could have been eliminated with little expense and discomfort if taken in time. Many of them, such as poor teeth, which by the way account for nearly one-fifth of the rejections, are being corrected now with much pain to the individual and loss of time to the nation when there is no time to lose.
3. Nutritious food. Special efforts are being made to teach our people, you boys and girls in the secondary schools included, to eat the right sorts of foods in sufficient quantity. No one needs to go without this vital information.
4. Good posture. Erect posture is not only important for the sake of appearance. It is one of the prime essentials of physical well-being as well. Bad posture reduces the efficiency of vital organs in the upper abdomen and can be the cause of many serious illnesses. No boy or girl should allow himself or herself to walk or stand or sit in a slouched position. Good posture suggests good health and indicates self-respect; it pays dividends in the navy, the army, and civilian life.
5. Sufficient sleep. By giving your body adequate rest you build up a store of endurance which will stand you in good stead when it becomes necessary to go for long periods of time without rest.
6. Physical activity especially in the open. The armed services emphasize walking and running. Learn to swim. Take some bodily exercise every day. Too many of us have allowed our muscles to become soft and flabby. All, young and old alike, should have one or more open-air hobbies.
So much for physical well-being. It is essential in war as at no other time.

War demands more than absence of ill health—more than mere presence of good health. It requires physical toughening, the will and determination to carry through. It requires the spirit which carried Londoners through the bombings of 1940 with their thumbs still up, which made it possible for the Russians, men and women alike, to fight on day after day before Moscow and Sevastopol and Stalingrad. These exploits were not carried out by weaklings; they were the work of persons with red blood in their arteries. Every boy and girl now in the secondary school owes it to himself and his country to build himself up by gradual stages to the point of the highest physical perfection of which he is capable.

MATHEMATICS

The army and the navy are vitally interested in the mathematical background possessed by those who enter the armed services. To an extent never before experienced this is a war which calls for mathematical calculation. The officers in charge of training are unanimous in their emphasis upon the importance of mathematics for the soldier and the sailor. Those who have mathematical competency are tremendously valuable both to their country and to themselves in waging mechanized warfare. Consequently, they are the ones who are likely to be singled out for rapid promotion.

What are the mathematical abilities that every one should possess if he aspires to any sort of leadership in the armed forces in this war? Briefly that minimum is that he shall be able to perform the fundamental operations of addition, subtraction, multiplication, and division of whole numbers, fractions, mixed numbers, and decimals; that he can readily convert fractions into decimals and *vice versa*; and that he can do elementary problems in percentage. There certainly is nothing impossible about the content of this requirement for anyone who has advanced as far as the secondary school.

The study of these subjects, on the one hand, and the ability to make mathematical computations quickly and accurately under combat conditions, on the other, are, however, two different things. These two features, namely, facility and accuracy, are giving training officers no end of trouble when they set out to train effective soldiers and sailors for the armed forces.

By facility in numbers is meant the ability to do a problem quickly and without hesitation. It involves also the ability to arrive at a solution mentally and without reliance upon pencil and paper. Mental arithmetic is very valuable to a man in the fighting forces; in most cases he has neither time nor facilities for working a problem out on paper.

The other factor which is stressed again and again is accuracy. Seventy-five per cent is not accurate enough. "Getting by" in school is not good enough to get one by in the armed services where a miscalculation may mean the

difference between life and death for a man and his comrades. The accuracy had better be one hundred per cent.

Many secondary schools are offering refresher courses for those who have taken courses in mathematics, but have not attained mastery or have forgotten much of what they studied. If you lack facility and accuracy in solving mathematical problems, you will do well to take such a review course before you enter the armed services.

In large numbers of the tasks which have to be performed, advanced mathematical training is necessary. Training courses leading to technical work, for instance, usually require a background in arithmetic and algebra at least; more advanced courses are advantageous. A navigator of a ship or of a plane needs working knowledge of arithmetic, algebra, plane geometry, plane trigonometry, and spherical trigonometry. An artillery or gunnery officer must possess competency in arithmetic, algebra, and trigonometry as basic to the specialized training which is given him by the army and navy before he can be effective in directing the work of a gun crew. A pilot of a bomber has use for ratio and proportion, must be at home with equations and formulas, must be able to read graphs and maps and scales accurately, and must be able to work with angles and the elements of vector analysis. These and other mathematical calculations are included in the courses of those being fitted for jobs of this sort. The young man who has mastered the mathematical processes before he enters the service holds a great advantage over the one who has not. Certainly those who do not have mastery of them must gain that mastery before they are entrusted with responsibility for duties such as those mentioned. There is no occupation in the army or navy for which mathematical knowledge is not a decided asset.

SCIENCE

Knowledge and understanding of scientific principles is another qualification which the armed forces search out with scrupulous care. Here, as with mathematics, a good background is what is desired first of all. Given a recruit who has that background the army and navy can build competency for special jobs. Not finding that background in a recruit they look to others who do have it when they need men for special training. The needs of this war for scientifically trained personnel are far too urgent to permit of training men in fundamentals so long as there are men available who already possess the basic training.

Mastery of any science taught the secondary schools is valuable. Especially important are physics and chemistry, more particularly physics. Since physics requires good mathematical background, knowledge of arithmetic, algebra, and geometry is necessary if one is to succeed to any marked degree in learning physics. An announcement recently released by the Navy Department lists forty-nine classes of navy jobs; twenty-nine of them require information

contained in a good secondary-school physics course; at least a dozen require knowledge of chemistry; three a knowledge of weather, weather maps, and meteorology; and three a knowledge of biological sciences.

The army likewise has need of men trained in science. The flying and maintenance and repair of airplanes, the operation of transport for supplies, the efficient use of guns and tanks, the building of bridges, the charting and forecasting of weather, the maintenance of communications—all demand enlisted men and officers who are competent in science as well as in mathematics. There is no science taught in the secondary school which cannot be turned to advantage in the armed forces.

The need in both army and navy is especially urgent for those who have had some kind of training as radio operators and radio repairmen. Almost as great a need exists for medical assistants and for those who have a background knowledge of electricity. For our huge aviation program the armed forces need thousands upon thousands of young men who have studied the science of aeronautics. No one should believe that the secondary school can turn out finished radio operators, or fully qualified electricians, or trained combat flyers. After the very best kind of secondary-school courses there is still much in the way of training left to be done. The significant fact is that the more knowledge and understanding of scientific principles the recruit possesses, the sooner he can be trained for active service and the more competent he will be. And speed and competency are desperately needed to bring this war to a victorious conclusion.

SHOPWORK

The armed forces need men who are proficient in the use of tools and machines. Both the army and navy have to have large numbers of men who can care for the various instruments, engines, and equipment needed in conducting this mechanized war. Our ships, our planes, our tanks, our guns, our trucks, our jeeps—all the pieces of equipment that move on the ground, at sea, or in the air—have to be in good running order if they are to serve their purpose. When damaged they must be repaired promptly and effectively. To be sure, the army and navy train men for these various kinds of repair and service jobs; they find it much easier and quicker to train those men who have some shop proficiency before they come to them—the more the better. Mentioned with especial frequency in the navy training manuals are familiarity with tools, mechanical drawing, blueprint reading, and knowledge of woods and metals. Among the navy jobs which call for the sort of manual dexterity which may be learned in part in the secondary-school shops are electrician's mates, radio technicians, carpenter's mates, pattern makers, shipfitters, printers, painters, boilermakers, metalsmiths, molders, and machinists.

The army especially is in need of automotive mechanics, master mechanics, and telephone and telegraph linemen. For the preliminary training of these,

your army relies upon the schools. So critical is the shortage of men for such jobs that the army in co-operation with the United States Office of Education is urging secondary schools to put in special courses in shopwork, machines, automotive mechanics, and radio maintenance and repair. So-called pre-induction manuals in these subjects are being prepared.¹

COMMERCIAL SUBJECTS

Every unit in the army requires some men who are competent to do the paper work. Every company, every regiment, every corps, every army needs men who are proficient at maintaining the records, at keeping the books, at typing the orders and letters and memorandums. The navy likewise needs yeomen to work in the ship's office, storekeepers to take charge of the ship's storeroom, stewards to stock and supervise the food commissary, and pharmacist's mates to take charge of the sick bay on board ship. Both the War and Navy Departments employ thousands upon thousands of clerical workers, both men and women, in Washington and elsewhere to do the enormous amount of paper work necessary to the successful prosecution of the war.

The business skill which is most in demand is ability at using a typewriter; but many of the better paid jobs require also proficiency in stenography, bookkeeping, and operation of business machines.

ENGLISH AND SOCIAL SCIENCES

What has just been written about the demand for persons proficient in typewriting and stenography lends emphasis to the need for good basic training in English. Obviously a typist who does not know how to spell and punctuate or a stenographer who lacks essential knowledge of sentence structure is not of much value in the armed forces or anywhere else. A soldier, blue jacket, or marine who fails to understand oral or written orders is a liability rather than an asset. Of the first 2,000,000 men called by Selective Service, 100,000 were rejected because of illiteracy; and of those accepted large numbers were so deficient in English and arithmetic that valuable time has been lost in teaching them fundamentals in these subjects—fundamentals which the schools offered them but which were not adequately learned. Moreover, one man in every four in the army has men under him—men whose work he must direct. It is of the utmost importance that a man shall be able both to understand and to issue orders accurately and without hesitation. More than ordinary ability in English is specifically mentioned as prerequisite for six of the forty-nine navy jobs to which reference has been made in an earlier section.

From the social studies the armed forces are especially interested in three results. The first of these is that boys and girls should have an adequate appreciation of our backgrounds as a nation. This involves knowledge and

¹Other special courses recommended for immediate introduction are fundamentals of electricity, fundamentals of radio, and code practice and touch typewriting.

understanding of our history, enthusiasm for our institutions and freedoms, admiration for our heroes, and zealous patriotism for the United States. In the second place, pupils should do enough reading and discussing to know that the Nazis, the Fascists, and the governing military groups in Japan scoff at our ideals regarding the worth and dignity of the individual, openly asserting that the ideals of democracy are harmful and weakening, and consequently to be trampled under foot as they have been in every country taken over by them whether by conquest or as ally. Every boy and girl should acquaint himself or herself with the story of what has happened to the rights of the individual in Poland, in Norway, in Greece, in the occupied portions of China, in France and the Lowlands, and, indeed, in Germany, Italy, and Japan themselves. The third important result is that pupils shall be intelligent and up to date about geography, the space relationships, and events of this war. This involves following the progress of the war through maps, newspapers, magazines, books, and radio.

VICTORY CORPS

A national organization has this year been established which provides opportunity for you to join with other boys and girls in doing your bit for victory. It is called the "High School Victory Corps." It has five special divisions: Air Service; Land Service; Sea Service; Production Service; and Community Service. For any one who is not yet ready to select one of these five special service divisions there is a General Membership. All five divisions, and the General Membership as well, have specific requirements which must be met by any boy or girl who wishes to join the Victory Corps and wear its cap and insignia. Membership in the organization is free and voluntary.

The requirements for membership cannot here be described fully.² It can be said that no pupil can be a member of the Victory Corps unless he is participating in a program of physical fitness. For General Membership the student in addition "should be studying or have studied school courses appropriate to his age, grade, ability, and probable immediate and future usefulness to the nation's war effort." He should also be participating in at least one important continuing or recurring war-time activity, such as, air warden, fire watcher, USO volunteer activity, Red Cross service, model airplane building, farm aid or other part-time employment to meet manpower shortages, salvage campaigns, care of small children of working mothers, victory gardens, and the like.

The five Divisions, in addition to the universal demand for participation in a program of physical fitness, require different kinds of courses each in keeping with the character of the service prepared for. The Air Service

²The requirements are listed in detail in *High School Victory Corps*, Pamphlet No. 1, prepared and distributed by the U. S. Office of Education, Washington, D. C. The principal of your high school has been sent a copy of this publication and will be glad to assist you in organizing a Victory Corps for your school if one is not already in existence.

Division emphasizes physics, mathematics, aeronautics, shop courses, and military drill, although no member has to be pursuing all of these lines of work. The Production Service Division stresses preparation for agriculture or trades industry, with part-time work and military drill; again the member does not have to participate in all of these activities. The Community Service Division likewise lists military drill and part-time work; in this case the school courses are pointed toward community service occupation either after the pupil leaves the secondary school or after further training in college. The Land Service Division provides choices among mathematics, science, pre-induction courses, shop work, and military drill. The Sea Service Division lists these subjects; elementary navigation is substituted for pre-induction courses.

The central idea is that in order to be a member of the Victory Corps you must participate in a program of physical fitness and must through your school courses and extracurriculum activities show that you are aggressively doing your bit toward the winning of this war. This is no more than every patriotic boy or girl will want to do.

SUMMARY

In this article emphasis has been centered upon the importance to the armed forces of skills and abilities which you boys and girls can develop in the everyday school subjects many of which are available in every secondary school throughout the length and breadth of the United States. In holding to this purpose many values of school subjects for civilian life have been passed by without mention. Some subjects such as fine arts and foreign languages, have been omitted, not because they are without military values, but because the armed forces do not feel a critical need for stepping up work in them as a war measure. The supply of musicians and artists and translators more nearly meets the demands than the supply of engineers and radio operators and machinists.

His interests, aptitudes, and previous training coupled with the needs of the various services determine the kind of work to which each man is assigned in the army and navy. Much closer attention is given in this war than in any previous one to the special qualifications of each man. The tests to determine his qualifications are correspondingly better developed than in any previous war. Consequently the chances to pick your service are much better than ever before. But more than ever before you need to back up your choice of service by ability and skill. Remember, more than half of the men in the navy are skilled experts; and Lieutenant General Brehon B. Somervell, Commanding General of the Services of Supply of the U. S. Army, is authority for the statement that "of every one hundred men inducted into the service, sixty-three are assigned to duties requiring specialized training."

In the spring of 1942 the New York State Department of Public Instruction assigned one of its supervisors to visit seven army camps along the

Atlantic seaboard.³ The following summary of his findings regarding basic knowledges and skills desired by those in charge of these seven army schools is quoted by permission of the New York State Commissioner of Education.

English

Clear, correct and concise oral and written expression

Reading ability

Practice in filling out application forms

Reporting laboratory experiments

Social Studies

Positive teaching of democracy

Emphasis on duties and responsibilities, as well as privileges, of citizenship

Proper concepts of spherical earth surfaces

The use of the globe in teaching earth concepts and distances

Latitude and longitude

Meridians and parallels

Map reading

Knowledge of natural resources, their location and importance

Distance in terms of land, water, and air transportation routes, including time factors

World history backgrounds

American history and government, with emphasis upon American achievements, heroes, and ideals

The understanding of international problems

Mathematics

A thorough knowledge of and skill in using arithmetic

Algebra through quadratics, with the use of practical illustrative and problem materials

Plane geometry with practical illustrative and problem materials and with emphasis upon accurate drawings

Spherical trigonometry, to be added to advanced mathematics, with illustrative and problem materials taken from the fields of aviation and industry, as well as other important fields.

General Science

In general science, neat and accurate drawings and well-written science notebooks should be required

Emphasis should be placed on:

Water analysis

Meridians and parallels

First aid

Time—solar system

Latitude and longitude

Contour maps

Distance: scales—English and metric units, regular and curved, time-distance scales

Direction: the compass, magnetic north, declination—local magnetic attraction

Astronomy: stars and planets, some constellations

Orientation (map reading)

Emphasis upon arithmetic applied to general science materials

Elementary photography and mechanics

³See the article entitled "Secondary Education in Wartime, A State Program" in the October, 1942 issue of *The Bulletin of the National Association of Secondary-School Principals*. pp. 92-99.

Biology

Freehand and scale drawing and carefully prepared laboratory notebooks should be stressed

Physiology and hygiene topics, including first aid, should be emphasized

Physics

Skills in the use of the slide rule

Logarithm tables

Drawing of scales (including micrometer and vernier scales) should be developed during the physics course

Topics that need special emphasis and attention:

Magnetic—compass—direction

Declination

Earth magnetism

Local effects

Azimuth

Polar and rectangular co-ordinates

Weather

Vector analysis

Photographic principles (lens and principles of light)

Air masses, atmosphere, temperature and density

Measurement (absolute units)

Forces, balanced, unbalanced (F is equal to MA)

Hydrostatics

Hydrodynamics

Work, energy, power, friction

Thermometry and calorimetry

Heat transfer; atmosphere, gas laws, change of state

Hydrometry

Internal combustion engines

Elements of aerodynamics (TM 1-205, 1-206)

Meteorology (TM 1-230)

Direct current principles

Alternating current principles.

SELECTED REFERENCES

Basic Educational Requirements for the Military Services. Albany: Division of Secondary Education, New York State Education Department, University of the State of New York Bulletin No. 1228. 1942. Free.

Elementary Physics for Pilot Trainees. (TM 1-233) War Department Technical Manual. Washington, D. C.: Government Printing Office. 1942. 20 cents.

In the Service With Uncle Sam by Earl S. Kalp, New York: Ginn and Company. 1942. 82 pp. 60 cents.

Mathematics for Pilot Trainees. (TM 1-900) War Department Technical Manual. Washington, D.C.: Government Printing Office. 1942. 10 cents.

- Military Service.* U. S. Office of Education Vocational Division Bulletin No. 221. Washington, D. C.: Government Printing Office. 1942.
- Navy Educational Program, Elementary and Secondary Schools.* Navy Department. Washington, D. C.: Training Division, Bureau of Naval Personnel. 1942.
- The Pennsylvania War-time Education Program, Part I.* Reports of the Wartime Education Committees appointed by the Superintendent of Public Instruction following a Conference of Educational Institutions and School Officials. Harrisburg, Pa.: Department of Public Instruction. 1942. Free.
- Physical Training* (FM 21-20) War Department Basic Field Manual. Washington, D. C.: Government Printing Office. 1941.
- Pre-Aviation-Cadet Training in High Schools.* U. S. Office of Education Leaflet No. 62. Washington, D. C.: Government Printing Office. 1942. 18 pp. 5 cents.
- Pre-Flight Aeronautics in Secondary Schools.* U. S. Office of Education Leaflet No. 63. Washington, D. C.: Govt. Printing Office. 1942. 48 pp.
- Pre-Induction Training Course.* Manuals of the War Department, Washington, D. C.: Government Printing Office. 1942. Five manuals are now ready—Fundamentals of Electricity, Fundamentals of Machines, Fundamentals of Automotive Mechanics, Fundamentals of Radio, Fundamentals of Shopwork.
- Refresher Courses in Fundamental Mathematics for Basic Technical Training.* Annapolis, Md.: Navy Department, Training Division, Bureau of Naval Personnel. United States Naval Institute. 1942.
- Some Military Applications of Elementary Mathematics.* Prepared by United States Military Academy, Department of Mathematics. Chicago: The Institute of Military Studies, The University of Chicago. 1942.
- Tentative Outline of Physical-Fitness Program for High Schools and Colleges.* Washington, D. C.: The Navy Department, Division of Aviation Training, Bureau of Aeronautics. 1942.
- A War-time Program in Mathematics and Physics.* Proposed by the National Council of Chief State School Officers. Tallahassee, Fla.: Mr. Paul Eddy, Editor of Publications, State Department of Education. 1942. 32 pp. 15 cents.
- A War-time Program of Instruction for High Schools in Pre-Flight Aeronautics, Mathematics, Science.* Prepared by a Sub-Committee of The Advisory Council on Emergency Education. Little Rock, Ark.: State Department of Education, 1942. Free.
- What Kind of Job Can I get in the Navy?* United States Naval Recruiting Stations. Your local district. Free.

Transcriptions Come to the High School

WILLIAM D. BOUTWELL

Director of Information and Radio Service, U. S. Office of Education, Federal Security Agency, Washington, D. C.

Remarkable as has been the growth of the use of radio in education, the increase in the school use of transcribed educational programs has been even greater. By the early part of 1936, the "educational respectability" of the use of radio as an educational medium was generally conceded, and the use of educational radio programs had already become an almost universal practice in schools throughout the country. However, teachers and school administrators had, by that time, come to recognize that the use of "live" radio programs for classroom listening presented a very real problem in relation to the scheduling of school listening sessions at the particular times when radio broadcasts were available on the air. This problem was particularly acute in the upper elementary grades and at the secondary-school level where instruction is departmentalized. In order for the several sections of any given class group to hear a particular radio program, it was necessary to re-arrange the daily class schedule, and, since broadcasts were seldom scheduled to fit within the time limits of the regular school class periods, the use of a radio broadcast commonly disrupted class schedules through two consecutive class periods.

By the end of 1935, however, two developments had taken place which pointed a way of overcoming this difficulty. Instantaneous recording machines had been developed to the point where it became possible for a semi-skilled operator to produce off-the-air recordings of radio programs offering a degree of tonal fidelity which was acceptable for classroom use and a few schools which could afford the cost of this kind of equipment were beginning to record broadcasts that were offered at times inconvenient for classroom listening. In cities where schools were producing programs over local broadcast stations for classroom listening, teachers and supervisors learned of the existence, of course, of the fifteen-minute electrical transcriptions being produced commercially for local station use. As time went on, there was an increasing amount of speculation about the use of educational transcriptions in the schools as a practicable means of overcoming the listening-schedule problem, and, at the Seventh Annual Institute for Education by Radio, which was held at the Ohio State University in May of 1936, much of the discussion turned to the possibility of using recorded programs in the schools.

One year later, school interest in the use of recorded materials had grown to the point where it became possible to add an exhibit of recordings of educational broadcasts as a part of the Institute for Education by Radio at the Ohio State University. The next year, at the 1938 Institute, the number of

recorded programs entered in the exhibit of educational recordings was more than doubled, and in the succeeding years, this number has shown a steady increase.

However, until the early spring of 1939, there were no educational transcriptions available for general distribution to schools. Through the co-operation of the major networks and a few regional broadcast stations, some recorded programs had been made available to schools, principally for experimental use. Other recorded programs had been released to schools, on a similiar basis, by some of the educational broadcast stations, and a few of the school systems which had, by that time, obtained recording facilities were producing a limited number of educational recordings for local use. Although each succeeding year brought a substantial increase in interest, on the part of schools, in obtaining transcriptions for classroom use, manufacturers hesitated to begin large-scale production of transcription-players for the school market until they were reasonably certain that there would be a sufficient supply of transcribed materials available to schools. Commercial producers of transcriptions on the other hand were unwilling to enter the educational transcription field until they were sure that a real school market existed.

SPECIAL FUNDS MADE AVAILABLE FOR EXPERIMENTATION

In 1938, the Committee on Scientific Aids to Learning of the Carnegie Foundation provided a grant of funds to the Federal Radio Education Committee of the U. S. Office of Education, to be used in the experimental investigation of problems involved in the use of educational recordings in the schools. The first project to be carried out was the recording of the *AMERICANS ALL—IMMIGRANTS ALL* series, and the preparation of a special teacher's manual to explain the use of these transcriptions in relation to acknowledged educational objectives. These recorded programs, which were released for distribution to schools in the early spring of 1939, were priced at a figure to cover just the costs of production and handling. A pioneer effort in providing schools with educational transcriptions, this experiment proved beyond doubt that an actual market for materials of this kind existed.

Since that time, several commercial producers have entered the educational transcription field, and the *Educational Script and Transcription Exchange* of the U. S. Office of Education has steadily expanded its transcription loan service to schools, also offering a limited number of recorded programs, on an outright purchase basis, to schools that want them for their permanent transcription libraries. Still other educational transcriptions are available from the *Recordings Division* of the American Council on Education, an organization maintained by foundation support. Also supported by funds from foundation grants is the Institute of Oral and Visual Education, which pro-

duces the *Lest We Forget* transcription series for free distribution to schools and local broadcast stations.¹

Meanwhile, a number of city school systems over the country have been building up extensive transcription libraries of their own. Schools of Los Angeles County (California), Cleveland (Ohio), Detroit (Michigan), and Rochester (New York) for example, have well-developed collections. These local school-system transcription libraries, made up in part from recordings of programs produced locally, and in part from transcriptions purchased from commercially producing companies, are providing a very real service to the schools in their respective areas. While complete information as to the exact number of these local transcription libraries is not available at this time, the number of sales reported by producing agencies would seem definitely to indicate a steadily mounting interest in the classroom use of transcriptions. This inference is supported further by the experience of the *Educational Radio Script and Transcription Exchange* of the U. S. Office of Education, which, since March, 1940, when the transcription-loan service to schools was first established, has loaned a total of 2,622 transcribed programs for classroom use, and is now supplying transcriptions to schools on a loan basis at the rate of approximately twenty for each working day of the month! In addition to its transcription-loan service, the Exchange has sold to schools, on a cost basis, a total of 1,782 12-inch recordings for use with standard phonographs, and a total of 1,464 16-inch transcriptions since it first began operation in 1939.

An additional indication of the extent of the use of transcriptions in the schools is provided by a survey of transcription-playing facilities available in the junior and senior high schools of the country, which was conducted by the Federal Radio Education Committee of the U. S. Office of Education in the spring of 1941. Of the 14,982 junior and senior high schools in the United States and its territories, replies received from 76% of these (11,392) schools indicated that 2,745 schools, representing a total enrollment of 2,251,500 pupils, had equipment for playing the 16-inch transcriptions which play at a turntable speed of 33 1/3 rpm. As yet, no comparable survey has been made at the elementary school or collegiate level. Conservative estimates, based on the reported sales of several of the manufacturers of this kind of equipment, would place the number of elementary schools having transcription-playing facilities at somewhere between 1000 and 1500. Hence it is probably safe to assume that

¹A partial list of public and foundation-supported organizations and commercial producers from which transcriptions for classroom use can be obtained follows: *Educational Radio Script and Transcription Exchange*, U. S. Office of Education, Washington, D.C., *Recordings Division*, American Council on Education, 9 Rockefeller Plaza, New York, *Institute of Oral and Visual Education*, 101 Park Avenue, New York, *Brycart Productions*, 1041 North Las Palmas, Hollywood, California, *Harper and Brothers*, 49 East 33rd Street, New York, C. P. MacGregor *Educational Transcriptions*, 729 South Western Avenue, Hollywood, California, *National Broadcasting Company*, Radio City, New York, *Pacific Sound Equipment Company*, 7371 Melrose Avenue, Hollywood, California, *Radio Recorders*, 932 North Western Avenue, Los Angeles, California, *Radio Transcriptions Company of America, Ltd.*, Hollywood Boulevard at Cosmo, Hollywood, California, *Recorded Lecturers, Inc.*, Chicago, and *WOR Program Service, Inc.*, 1440 Broadway, New York.

at least four thousand schools of the country now have the facilities for playing transcribed programs for classroom listening.

CLASSROOM UTILIZATION METHODS

Classroom utilization methods employed in the use of educational transcriptions seem to follow rather closely the general methodological pattern which schools have found to be effective in using "live" radio broadcasts received directly off the air. First, there is a period of pre-listening preparation during which the classroom teacher attempts to introduce the general topic or problem with which the program will deal, and to organize the interests of the class around this topic or problem in such a way that the antecedent experiences of the pupils will provide a referential background for interpreting whatever new experiences the program may provide. Next comes the actual listening period, during which the teacher attempts to control the physical conditions of the classroom in such a way as to make listening maximally effective. Immediately after the listening session, or as soon after it as is possible, a post-listening session is devoted to an analytical discussion of the program with the class, in which any unfamiliar terms or concepts in the program are explained, and in which any new ideas or information presented in the program are related to specific questions which were raised by pupils during the pre-listening discussion. Finally, there is, in most instances, some kind of follow-up of the program utilization, during which pupils, working either individually or in groups, engage in various types of exploratory projects related to particular aspects of the general topic in which the program challenged their interests. These follow-up activities may take any or several of a wide variety of forms, depending on the nature of the program topic, the background experience of the class, and the ingenuity of the classroom teacher. For example, if something in a program happens to challenge antecedent beliefs or loyalties, pupils may want to verify statements by consulting reference sources or persons in the local community who are conceded to be authorities on the topic, or, if a program suggests interesting aspects of the topic with which the pupils are unfamiliar, they may want to do additional exploratory reading, or to take a field trip to some point in the community for first-hand observations.

In using transcribed programs, however, there is an opportunity to modify this utilization procedure, in certain respects, in order to provide great specificity in teaching emphasis. Instead of preparing the class, in advance, for the anticipated content of a radio broadcast, the teacher has an opportunity, when using transcriptions, to pre-audit the program so that the pre-listening preparation can be made in terms of known program content. Also, the use of transcriptions makes it possible to repeat any portion of the program which may need further clarification or emphasis. Again, the availability of educational program in transcription form makes it possible for a teacher to go back and re-play portions of an earlier program in order to settle some question as to

exactly what a particular speaker said, or to compare statements made in one recorded program with those made in another. Finally, and, perhaps, most obvious, in case unforeseen events should make it inexpedient to use a transcribed program at the time its use was scheduled, it is always possible to postpone playing it until a more convenient time.

It should not be inferred, from these advantages claimed for the use of transcribed educational programs, that they are likely ever wholly to replace the use of "live" radio programs in the schools. It is fairly obvious that certain kinds of radio programs owe their educational value largely to the fact that their content is intimately related to the immediate present. Radio broadcasts of this kind can never be replaced by transcriptions. However, there are other kinds of programs which possess what might properly be called "continuing" significance, such as programs of serious music, literary masterpieces, great plays, or programs portraying the social trends, processes, and institutions of a particular age. Programs of this latter type might well be provided in transcription form, rather than as "live" radio broadcasts, inasmuch as their educational significance does not depend on their being used immediately.

Moreover, experiences and research studies of the Evaluation of School Broadcasts Project, at Ohio State University, would seem to indicate that increased school use of transcribed program is not accompanied by any corresponding decrease in the use of "live" radio broadcasts.² On the contrary, it was found that 27% of the 350 schools in Ohio which reported having transcription-playing facilities in 1941 were using school broadcasts, as compared with only 15% of the schools of that state in general. To the extent, then, that these research findings for the state of Ohio can be assumed to give any indication for the schools of the country as a whole, it would seem reasonable to conclude that the schools are not using educational transcriptions as a substitute for "live" radio programs, but rather, as a supplement to them.

In conclusion, then, it should be pointed out that, although the use of educational transcriptions in the schools appears at first to have been regarded largely as an expedient for meeting the schedule-conflict problem inherent in the use of "live" radio broadcasts, it appears that, today, transcribed materials are generally recognized as having a distinct educational function, apart from, and supplementary to the use of educational broadcasts received directly off the air. The use of transcriptions has now become a generally-established practice in both the elementary and secondary schools of the country, and is constantly increasing. Transcriptions have come to the secondary school. Yes, they have come to stay—as an additional resource to be integrated into the total educational program.

²Seerley, Reid. *Radio in the Schools of Ohio* (E.S.B. Bulletin No. 43). Columbus, Ohio: Evaluation of School Broadcasts. 1942. Page 11.

OTHER MATERIALS RELATED TO THE USE OF TRANSCRIPTIONS OF THIS KIND

U. S. OFFICE OF EDUCATION PUBLICATIONS:

The following publications may be ordered from the Educational Radio Script and Transcription Exchange, U. S. Office of Education, Washington, D.C.:

High School Play-back Equipment. (September 15, 1941) Free. A summarization of the findings of a survey conducted by the Federal Radio Education Committee, reporting the transcription-playing facilities available in a sample of 11,392 secondary schools.

Transcription Service for Schools. (First Edition Catalog) Free. A listing of approximately 100 recorded educational programs suitable for school use. Some programs are available for sale or on a free-loan basis.

Radio Transcriptions for Victory. (April, 1942) Free. An annotated listing of 92 recorded programs, directly related to America's war effort, which may be obtained by schools on a free-loan basis, and 45 recorded programs which schools may purchase.

COMMITTEE ON SCIENTIFIC AIDS TO LEARNING PUBLICATIONS:

The following publications, edited by Irvin Stewart of the Committee on Scientific Aids to Learning, may be obtained free of charge from the Educational Radio Script and Transcription Exchange, U. S. Office of Education, Washington, D. C.:

Auditory Aids in the Classroom. John V. L. Hogan and R. M. Wilmott. A report giving the approximate costs of providing auditory aids to teaching by different methods.

Broadcast Receivers and Phonographs for Classroom Use. (1939) A study of the problems involved in the use of radios and record-playing equipment in the schools.

AMERICAN COUNCIL ON EDUCATION PUBLICATIONS:

The following publication may be ordered directly from the Recordings Division, American Council on Education, 9 Rockefeller Plaza, New York, N.Y.:

Educational Recordings for Classroom Use. (1941) Price 50c. A directory, edited by Emilie Haley, Director of the Recordings Division, listing approximately 600 recorded educational programs available to schools, with evaluations based on tests made by the Evaluation of School Broadcasts Project, Ohio State University.

EVALUATION OF SCHOOL BROADCASTS PUBLICATIONS:

The following publications may be ordered directly from the Evaluation of School Broadcasts Project, Ohio State University, Columbus, Ohio:

Transcription Players for School Use: Their Selection and Use. (1941) R. R. Lowdermilk. Bulletin No. 41. 20 pp. Price 15c. A research report giving detailed suggestions for the selection, care, and use of transcription-playing equipment in the schools.

Broadcasts versus Transcriptions in the Classroom. (1941) J. Wayne Wrightstone. Bulletin No. 49. 11 pp. Price 10c. A report of the experimental findings of a co-operative research study at the Bronxville Junior High School.

The Use of Recordings in a Social Studies Class. (1941) Norman Woelfel. Bulletin No. 52. 38 pp. Price 20c. A detailed study of test results and of personal reactions of a group of pupils who listened to transcriptions of the *Epic of America* radio series.

Recordings for School Use: A Catalog of Appraisals. (1942) J. Robert Miles, R. R. Lowdermilk, and I. Keith Tyler. Approximately 300 pp. (printed) Release date and price to be announced later. The publication will be available from the World Book Co. New York. This catalog, sponsored jointly by the **Recordings Division** of the American Council on Education and the **Evaluation of School Broadcasts Project**, contains a comprehensive listing and appraisals of commercially available educational recordings.

Building Stamina—A Program of Essentials*

JAY B. NASH

Professor of Education, New York University, President, American Association for Health, Physical Education, and Recreation

We need men today—always have, always will—who are physically tough, mentally alert, and emotionally stable. We need such men, and almost to the same degree, women, on the highway, in the air, and on the assembly line. One misjudgment because of bad eyesight, one slow reaction, one emotionally unstable moment, and lives are lost, maybe a cause is lost.

Integrated people of this type don't just happen. They don't grow like Topsy. They are largely a result of discipline—self-discipline, if you want the best. We call it development while recognizing that one cannot disregard individual differences or hereditary background. In spite of individual differences, men and women are not living up anywhere near to their capacities. Optimal development of body strength, mental alertness, and emotional stability come as a result of a healthy way of living, regular habits—simple, old-fashioned ones involving sleep, rest, utilizing wholesome foods, plenty of physical exercise, and an enthusiasm for a way of life. Such men cannot be beaten.

Look at some of these men who have all-around development. They are erect, look you straight in the eye, no extra weight, back is flat, shoulders up, chin in. They have confidence and poise. They can take their turn in a plane, a tank, a twenty-mile hike with fifty pounds on their backs, an eight-hour shift in factory or shop under pressure. These men can resist fatigue, sustain effort, hold in reserve power to meet an emergency, make keen and accurate judgments. The brain can flash signals and muscles will respond instantaneously and accurately.

BUILDING PHYSICAL STAMINA IS A CHALLENGE

The President of the United States sounds the challenge: "We cannot be soft in a world in which there are dangers—dangers which threaten America—dangers more deadly than were those the pioneers had to face—we must put hard fiber in the American spirit and strong muscles in the American back." We have not met this challenge in the training of youth, but we are going to have to and the optimistic element in the picture is that we can, but not on the thesis of "everything as usual."

We are soft. We have been sitting behind an imaginary Maginot Line. We have been telling each other that we are safe, strong, invincible—that we have produced a race of supermen on this continent, that we have more telephones, more radios, more automobiles and more gold than the rest of the world com-

*An address delivered before a joint meeting of the National Association of Secondary-School Principals and the American Association for Health, Physical Education, and Recreation at the Annual Summer Convention of the National Education Association in Denver, Colorado, June 29, 1942.

bined; our natural resources are limitless, our factories can turn out anything on a month's notice. It was a beautiful dream while it lasted, but now we must face reality.

Actually we have become, largely, a nation of city dwellers and outlying districts have taken on the characteristics of city neighbors. We have developed into a sedentary people. We spend more time in overheated rooms than any race that has ever survived in history. We have become habituated to living on refined foods, almost predigested—white flour, breakfast foods which are not the food of champions, white sugar, and an excessive amount of fats.

Our exercise habits have been a disgrace. Five years ago a group of German university students twitted us at a meeting held in connection with the Olympic Games. "You Americans are a vigorous people—you will climb the highest mountain if you can do so sitting on a cushion and with your feet on the gas." In this field, as in others, our children have been indulged in limitless ways. We put in bus lines to carry them to school where they should have walked—within two miles. Even chauffeurs await at the door of many school buildings for children who could walk home in fifteen or twenty minutes.

There is plenty of evidence of softness. C. Ward Crampton warns us, "Get into training or we will be beaten." Victor Heiser cries: "Scramble out of the lap of luxury, forget our soft, air-conditioned, effeminized gadgetry called civilization, and toughen up." An Army Medical Corps man says, "I could not imagine how conditions could be much worse." This same sentiment has been echoed by medical examiners in various other corps areas.

NEED FOR A TOUGHENING PROGRAM

A toughening program would help tremendously those who go into the armed service. The first big job is to put men in shape, men in the prime of life, who should be fit. The picture which William L. Shirer paints in *Berlin Diary* should never be forgotten. Here is what he says as he sees the situation when the guns are barking:

Footnote to May 20, 1940. Returning from Brussels to Aschen, we ran across a batch of British prisoners. What impressed me most about them was their physique. They were hollow-chested and skinny and round-shouldered. About a third of them had bad eyes and wore glasses. Typical, I concluded, of the youth that England neglected so criminally in the twenty-two post-war years when Germany, despite its defeat and the inflation and six million unemployed, was raising its youth in the open air and the sun. . . . About half of them were from offices in Liverpool; the rest from London offices. Their military training had begun nine months before, they said, when the war started. But it had not, as you could see, made up for the bad diet, the lack of fresh air and sun and physical training, of the post-war years. Thirty yards away German infantry were marching up the road towards the front. I could not help comparing them with these British lads. The Germans, bronzed, clean-cut physically, healthy looking as lions, chests developed and all. It was part of the unequal fight." (pp. 367-68).

We have been softened up by our way of living. You don't prepare physically strong men to meet emergencies in night clubs, roadhouses, automobiles, or in cushioned chairs in front of radios or at movies. Men don't train on cigarettes, cocktails, candy bars, and sweet carbonated drinks.

Our schools and colleges have not helped much in this training program although there are some outstanding exceptions. Why should our colleges at the present time be getting headlines about putting men physically in shape—why should not they have been doing this all along? The present enthusiasm for the development of body stamina is a confession that they have been neglecting this program for years. In place of a real health-building program involving sound medical advice, adequate nutrition, and vigorous exercises, we have been fed up on a barrage of advertising and classroom hygiene courses, all of which involve a few truths, many part-truths, and plenty of falsehoods.

We have slipped over to the spectacular. We have strained the resources of our cities, schools, and colleges in order to erect stadiums unparalleled since the days of degenerate Rome. We have carried spectatoritis to an excess never before witnessed. It is true that our very young children refuse to be regimented in their own activities. Give them half a chance and they will play and play vigorously. But once children get on the "assembly line," provided by so many of our schools, lives are routinized to a program largely of sitting, seeing, and believing.

Education has been worshipping at the shrine of "training the mind." High schools have been forced to prepare almost all for college entrance when only a few go to college and fewer are graduated. False ideas have been set up by putting secondary-school graduates on a pedestal. Many colleges have been selecting their freshmen from the upper twenty-five per cent or even ten per cent from the standpoint of scholastic standing. These "one-track mind" individuals have been set up as ideals. The physically strong have been referred to as "flat feet," muscle-bound." We have been setting up leaders who have defective eyes, are under-developed, lack muscular co-ordinations, many of them are emotionally ill-adjusted. In one cross-section, selected from the highest thirteen per cent from the standpoint of scholastic records, some 60-odd per cent could not chin themselves three times and over 40 per cent could not chin themselves once, and eighty per cent had remediable defects. Only a smattering of these men would have been accepted by the Army and practically none by the Air Corps.

We have been teaching facts or so-called facts, thus administering to our consciences an opiate while we blithely do nothing really to promote health. Such procedures have left us cold.

There are probably many reasons for this. "Facts" have often turned out not to be real facts, but even at best, facts, which we shall term pragmatic facts; namely, the best we know at the present time, have several disconcerting

characteristics. The first of these is that facts do not remain facts. Each generation, we might almost say each day, brings new light on old facts. One needs only to be reminded of the way boundaries of nations change to illustrate amply this situation. Health facts of yesterday are of little use today. Facts of our textbooks are pretty largely yesterday's facts. They are not to be trusted unless rechecked constantly. Facts have another disconcerting characteristic. They are not of equal value. This is obvious in connection with facts about health. Brush your teeth three times a day; get nine hours of sleep. Both are facts, but one is an ant hill and the other a mountain peak. Nine men constitute the Supreme Court; all men have some inalienable rights. Both, we think, are facts. One is an ant hill; one is a mountain peak. Too often these facts are handed to children to distinguish between minor facts and major facts.

The most disconcerting characteristic about facts is that they in and of themselves are not effective in changing behavior patterns. Correlation between knowledge of what to do and doing is discouragingly low. The search for the reasons for this is not difficult. If behavior patterns are to be established, the emotions must be tapped. Since the beginning of time we have had to tap emotions when we wanted to get action. Young men of the fifth century B.C. took the Athenian Oath. Among other things, these young men pledged: "We will never bring disgrace to this our city by any act of dishonesty or cowardice, nor ever desert our suffering comrades in the ranks." The German youth is inducted into the group today in a ceremony which fires him with enthusiasm—enthusiasm to train the body to serve. Russia has appealed to the emotions to develop a fighting army. For them this has been a twenty-year program. The zeal of the Japanese is an emotional one. We are going to have to tap emotions—give young people something worth fighting for, worth training for, if we are to develop stamina.

A PERPENDICULAR PLAN

If this is to be done in our nation, we are going to have to accept a perpendicular plan—frankly, a C.I.O. plan as against an A. F. of L. plan. This plan will involve procedures from birth, even pre-birth, to old age. We have had entirely too many cross-section plans, which probably inspired the Surgeon-General to say, "We have hundreds of health plans and no plan." In this plan we must include several important things:

1. Protection and treatment. If young people are going to be given a fair chance, they are going to have to be immunized against certain diseases for which we have almost complete control. Those who fall by the way are going to have to have expert medical and dental treatment. This does not involve a lot of talk. It involves action.
2. Living conditions must be simplified and antidotes provided for strain. In school and out of school, young people must be protected from irritating noises and bright lights—oftentimes also from crowds. The

very inherent strains of the classroom must be minimized. Additional sleep, more rest, more rhythmic movement, a joy which comes from the pursuit of an activity with enthusiasm, yet not under tension, will form a definite antidote.

3. Wholesome foods are essential. We are going to have to turn away from our undisciplined consumption of refined foods, sugar, carbonated drinks, and, of course, the health-destroying cigarettes, alcoholic liquor, and many of our drugs. A return to simple whole foods—whole grains, whole cereals, milk, and eggs—will be a step forward. Fruits and vegetables, tree-ripened, eaten in their wholeness with as little cooking as possible, will help to supply nutritive elements.

4. Physical exercise is essential. Organic power, stamina, is built in use. The president of the American Medical Association calls upon educators to "turn their minds from sentimental to practical methods of equipping youth for the hard realities of life." He calls for a vigorous physical training of all boys and girls, not in military techniques but in physical exercises. The body develops power in that which it uses. Total body activity develops heart power. Heart power means primarily the delivery of oxygen and elimination of waste. These elements provide favorable conditions for the acting muscles. Power is built. Fatigue is resisted. Muscles weakened by infantile paralysis can oftentimes be brought back to full or partial functioning through a graded exercises process. The athlete builds power. So does the mountain climber, the skier, the soldier, sailor, or air pilot. We may well stop talking about education through the physical and begin to think of education for the physical. The statement that "health comes in through the muscles and flies out through the nerves" is still sufficiently true to be given consideration.

If stamina is to be built, it takes time. The process must be started in youth. The process must be continuous and there must be sufficient incentive in what health is to be used for to make young people willing to pay the price. What we are from the ages of eighteen to thirty-six depends largely upon what we were between the ages of one and eighteen. The foundation is laid in youth and, unless education recognizes this fact, we will be "the ripened plum, ready to fall," which certain enemy nations claim us to be.

TOTAL FITNESS MORE THAN STAMINA

With the driving necessity of building stamina, it should be clearly recognized that stamina is not enough. Even mental alertness and emotional stability are not enough. There must be beyond mere strength of arm, strength of mind, and strength of spirit.

Strength of mind involves the habit of thinking and the resultant behavior from such deliberation. It means carrying on in a straight line to

inevitable ends and not falling back on prejudices and part-facts. Thinking thus involves discomfort. It disturbs one. Herbert Spencer remarks, "Most men would rather die than think." Competency to live and be part of a democracy, however, involves strength of mind.

Even strength of arm and strength of mind are not enough. If there is to be morale, defined as "the mental condition as regards courage, zeal, confidence, and the like, especially of a body of men engaged in some dangerous enterprise or pursuit," there must be a definite purpose; there must be a conviction that the cause is worth fighting for; the feeling that one is giving devotion to a cause of truth. One writer remarks in regard to the fall of France that "the German youth were stronger in arms because they were stronger in heart. It was their fanatical faith which gave them wings and fire."

We must develop these wings and fire in a democracy. Men must cry again from the house-tops "for liberty or for death." There must be a feeling that with liberty goes justice and equality, equal opportunities for all men, not only for a day but for a thousand years. With physical stamina and mental alertness, with ability to think straight and a courageous spirit, men cannot be conquered.

Second National Meeting of Teachers by Radio

Are you and your faculty participating in the second national meeting of teachers by radio sponsored by the Educational Policies Commission and the American Association of School Administrators of the National Education Association?

THE DATE:

Monday, December 14, 1942. 6:00-6:30 P.M. (EWT)

THE PURPOSE:

To serve as a basis for study, discussion, and action.

THE PLAN:

Part A—A 30-minute broadcast

Part B—Your own local discussion program before or after the broadcast according to the time belt in which you are located.

Additional information may be secured from

The Educational Policies Commission
of the

National Education Association

1201 Sixteenth Street, N. W.

Washington, D. C.

A Health and Physical-Fitness Program for Wartime*

WILLARD N. VAN SLYCK

Principal, High School, Topeka, Kansas

ADMINISTRATION OF THE PROGRAM OF ESSENTIALS

Health and physical fitness have been historically and are currently recognized as fundamental objectives in secondary education. Health was recognized as one of the important aspects of education in Franklin's plan for the academy. Herbert Spencer in his analysis of the English secondary school conceived of the aim of education to be "complete living." He showed that education for complete living can take place only when one is aware of the leading kinds of activity which constitute human life. Activities which directly minister to self-preservation he listed as essential. He maintained that without health and energy all other activities become more or less impossible.

In 1913 the Commission on the Reorganization of Secondary Education listed *Health* as the first of the famous Cardinal Principles. Dr. Bobbitt, noted specialist on the curriculum, also lists "health activities; keeping one's self mentally fit," as a necessary phase of all education.

In 1933 a special committee of the North Central Association was appointed to formulate a clear-cut statement of educational objectives. The work of this committee was much more inclusive and thorough than that ordinarily done by committees appointed for similar purposes. The objective regarding health as stated by this committee was: To secure and maintain a condition of personal good health and physical fitness. This objective was further amplified in terms of dispositions and abilities. Thus we see the importance of health and physical fitness as related to educational aims in the thinking of educational leaders throughout our history and especially in the field of secondary education.

HEALTH EDUCATION HAS ADVANCED

In spite of the fact that I do not believe we have completely solved the problem of health education in the secondary school I do believe we have accomplished more than we are credited with by many people.

Prior to December 7, 1941, much was said in this country concerning the large percentage of rejections under the Selective Service Act. You will recall that we heard a great deal over the radio and read even more in the daily press and the magazines concerning our dangerous lack in physical fitness. It was stated that forty, forty-five, and even fifty per cent of our youth were physically unfit for military service. Comparisons made with statistics of the draft of 1917-1918 indicated that we had learned nothing

*An address delivered before a joint meeting of the National Association of Secondary-School Principals and The American Association for Health, Physical Education, and Recreation at The Annual Summer Convention of The National Education Association in Denver, Colorado, June 29, 1942.

since the first world conflict and that in reality we were on the down grade physically.

It is not within the scope of my paper this afternoon to debate this subject. It is my opinion, however, that statements such as these are unfair and are made under the stress of excitement by people who are uninformed as to the true state of affairs or who have failed to take into account certain factors which disprove many of the interpretations placed on the results of the physical examinations.

I believe the schools, particularly the secondary schools, have advanced in their health and physical-fitness program far beyond anything attempted before the 1920's. The statement of a few facts in this connection will indicate the trend of my thinking.

1. Age limits in the first selective service draft were 19-41 as compared with 21-35 previous to the beginning of the present World War.
2. Standards used in this selection are not the same as before. Techniques and instruments employed for detecting defects are greatly improved.
3. There were differences in the present emergency. We were at war in 1917 and needed men at once. In 1941, prior to December 7 we were not at war and many people in the country were opposed to the Selective Service Law. After December 7, physical standards for acceptance in the service were lowered and men were reclassified on a much different basis. The percentage of those rejected for physical reasons was reduced to a marked degree.

TRENDS IN NATIONAL PHYSICAL FITNESS

The Metropolitan Life Insurance Company's School Health Bureau Service says:

It has been pointed out that national vital statistics give a much truer picture of the nation's health than do the preliminary statistics of physical defects brought to light in the Selective Service examinations. The death rate is lower now than it has ever been, and longevity is at its peak. There is no question but that there has been marked improvement in the health of the civilian population with a vastly greater chance now for young people to win through to adult life than twenty-five years ago.

Dr. James Frederick Rogers, Consultant in Hygiene, U. S. Office of Education, says:

We have good material to start with. We will doubtless hear, as we did after the World War, much talk about the defects of the draft, but young men are in much better condition than young men have been in modern times. . . . Men are taller and heavier, which is not in itself of much consequence, but this is indirect evidence that they are less defective. . . . We are better specimens than were our ancestors for the reason that better materials have gone into our making—in a word, because of better feeding.

I make these preliminary statements merely to substantiate a belief which I have that the schools have been awake to the importance of the

physical education and health program as it was related to the school children of America.

A health and physical education program for wartimes should not differ greatly from such a program in peacetimes. Fundamentally, health and physical fitness are just as important for the activities of peace as they are for war. The tensions of war merely indicate more forcefully their importance. It is our desire, however, to co-operate in every way with our government in order to bring each individual pupil to his highest possible level of physical fitness.

It is quite natural that agitation for the introduction of ROTC units in secondary schools should occur at a time when all are military minded. Several influential parents urged that we arrange for such an organization in Topeka. Upon investigation, we found that the army is opposed to this type of training in the secondary school. It is their wish that "we devote our time to developing competent, alert, loyal, brave, and healthy men who are able both to give orders and obey them. The army and navy are better equipped to train in technical and military skill than are the schools. Through study and discipline, contact and association, competitive games and sports, and observance of the laws of health, the American school has proved to be the best agency for developing characteristics which make good soldiers and sailors."

TOPEKA'S BUILDING FACILITIES

In the fall of 1931 Topeka completed and occupied a very fine high-school building. It is not only a beautiful building but one which is complete in its various appointments and adequate to care for the large student body which it has housed during the past eleven years. Facilities for the department of physical education and health are adequate in most respects and provide an excellent opportunity for the school to offer a superior program. Two things were omitted in our new building, the possession of which would add materially to our program. In selecting the site of our building the Board of Education was more concerned with securing a site which was centrally located than one which provided adequate play space. We have slightly less than a square block of ground north of the building to care for six gymnasium groups when all teachers have classes. Since we have a great deal of open weather during the spring and fall in Kansas we like to take the classes outside. The second omission is a swimming pool. Two considerations caused the Board of Education to omit this part of our plant,—in the first place, lack of finance, and secondly, fear of the colored-student problem.

The department of physical education is located in a wing on the west side of the building. The boys have three rooms in which to carry on their program of physical education; one large gymnasium with playing space 75x117 feet—and two smaller rooms, one used for handball 22x42 feet; the

other, 22x47 feet equipped for adapted gym classes. A large locker room equipped with individual small lockers and a large locker for each six boys. Gym suit and shoes are kept in the small locker until time for the class. Street clothes are then removed and placed in the large locker and locked with the combination padlock taken from the small locker. A gang shower room equipped with fifteen sprays is provided at one end of the room. We also have an emergency room for first aid, a towel and suit room, a visiting team room, and adequate storage and toilet facilities.

The girls are provided with three rooms similar to the boys. The playing floor in the girls' gymnasium is 54x81 feet supplemented with two smaller rooms 22x33 feet and 22x48 feet which are used for special and adapted classes. The roof over the girls' gymnasium has been enclosed with wire and in good weather can be used by the girls. We need the additional space and have requested that this be enclosed with roof and glass side walls thus doubling our area for girls' classes.

The girls' locker room uses the basket system. Each girl has a basket in which she keeps her gym suit and shoes between classes. When she reports for class she secures her basket and takes it to a small compartment where she has a locker in which to place her street clothes during her gym period. The combination padlock which she uses for her basket is transferred to the locker. At the close of the class she has the use of a shower which is connected with her compartment and allows privacy. We are not ready at this time to accept the gang shower room for girls at this age. Six compartments are connected with each shower room and all showers are controlled by the teacher or matron who manipulates them from a platform at the end of the room from which she has a view of the girls' heads in each shower compartment. The administrative problems here are the same as those in the boys' locker room, *viz.*, carelessness by pupils in leaving their belongings unlocked permits occasional theft and the desire to evade taking a bath is very pronounced on the part of some pupils.

A rest gymnasium equipped with cots has been provided in two 22x25 foot rooms connected by a double door. Since it is unnecessary to have boys' and girls' rest classes at the same time, these rooms are used for both groups.

Outside facilities are inadequate as stated earlier in this paper. We have slightly less than a square block. On one corner of the grounds two tennis courts occupy considerable space. In another corner near the building we have an outdoor fire-place which is used for recreational purposes. Facilities, however, are important only insofar as they make possible an adequate program.

TOPEKA'S HEALTH PROGRAM

The program of physical education and health in Topeka High School is intended to promote an intelligent development of both physical and mental

powers of the pupil by use of interesting and wholesome physical activities in order that all secondary-school pupils may become healthy co-operative citizens.

The Topeka High School department of physical education and health is organized with a man as head, assisted by two men and three women. In addition to these six teachers we also have the assistance of the director of health, physical, and special education of the Topeka public schools. The program of the department may be classified under four divisions, *viz.*, health service and instruction; physical education; recreation; and special education.

Health service is considered fundamental in the work of our school. It comprises all those procedures designed to determine the health status of the pupils and includes not only the co-operation of the pupil but also the parents as well in assisting them to meet health needs and prevent communicable disease. Our department co-operates with all public and private health agencies, physicians, and dentists in promoting the physical welfare of the pupils in the school.

In August, each year, the principal sends a letter to the parents of all incoming sophomore pupils. I quote from this letter.

To the Parents and Family Physician:

The program of health, physical, and special education in the Topeka public schools is designed to improve the health and physical ability of all the pupils. In order that no pupil will be neglected, we offer a **regular** program of health and physical education for those who are normal; an **adapted** program for those who have special needs; and a **rest** program for those few who need it rather than exercise.

The regular program includes activities which have been determined through careful research by national authorities to meet the needs of normal boys and girls. These activities are: games and relays; gymnastics; rhythms; individual and dual sports; and team games.

The adapted program is flexible enough to provide for individual needs as determined by the physician's diagnosis. These activities may be slightly active, such as dart baseball, clock golf, or putting; moderately active, such as horseshoe pitching shuffleboard, or table tennis; or modified form of regular program, such as rhythms, badminton, or archery.

The rest program will consist of one period of rest daily, where the pupil may have complete relaxation and in many cases a good sleep.

It is necessary that each pupil have a medical examination. If you wish to have your family physician make this examination, you should secure an examination card in the high-school office, and have your physician make his report on this card. This card should be brought to the high school, according to the schedule shown on the attached slip. If you wish you may make use of the services of Dr. Fulton (boys) and Dr. Ernest (girls) without cost to you, according to the attached slip.

We ask that you give your hearty co-operation in helping us arrange a satisfactory school program for your son or daughter.

In case of accidents or sudden illness at school we render first aid only. We are fortunate in having a full-time nurse in our building and whenever an emergency arises the pupils report to the nurse or in case of serious illness the nurse is called and she is prepared to move the pupil. The family is notified at once and their wishes regarding the care of the pupil are followed. If the parents cannot be reached the family doctor is contacted and his directions followed. Whenever a sick or injured pupil is sent home or to the hospital he is accompanied by an adult.

The Topeka Board of Education has a working arrangement with the Topeka Public Health Nursing Association and we have the complete service of a registered nurse. This has been a very satisfactory arrangement.

In addition to the regular office cases handled by the nurse, she assists with the physical examination and re-checks that are made by the physicians. She has also handled all cases of indigent pupils who needed clothing, food, dental corrections, and other aids. Funds were furnished by local organizations to defray the expense of special cases. One of the most important services performed by the nurse is home visitation. Such visitation is generally done after school in the afternoon and on Saturday.

PHYSICAL AND DENTAL EXAMINATIONS REQUIRED

A very thorough physical examination is required when a child enters the tenth grade. As noted from the quoted letter above it is our hope that most of these examinations will be given by the family physician and report made to us on the card which we provide. In case a pupil does not make arrangements for this personal examination he is examined by a physician provided by the Board of Education. In special cases a re-check is made if the condition of the pupil seems to justify it. All athletes are required to be examined before they participate in athletic contests. A thorough physical examination is also required of all employees of the cafeteria. Teachers, and administrators are required to present a report of a doctor's examination upon request of the Board of Education.

In addition to the physical examination the Board has provided a dental examination which is given by a group of local dentists. This year for the first time all pupils were given tuberculin tests. Such tests were voluntary and if given by the school the written consent of the parent is required. Pupils were encouraged to have the test given by the family physician.

It is the general policy of the school that no service is provided by the school that can be done effectively by the family. Remedial and curative work should be the privilege and responsibility of the parents.

THE PROGRAM OF HEALTH INSTRUCTION

Health instruction is accomplished directly and indirectly by every one connected with the school. The director of our school cafeteria is well educated in questions related to problems of nutrition and its effect on health.

She carries on many interesting projects during the year to bring to the attention of the pupils lessons with regard to nutrition and its importance to health. For a number of years we have set aside one week in the year when emphasis was given to health, particularly as it related to nutrition. All teachers and departments co-operate in this project. This is in addition to proper foods in the cafeteria and special emphasis given by the cafeteria on different subjects each week during the year. Two very valuable contributions to better health in our school made by the cafeteria have been the elimination of candy from the menu and the introduction of a ten-cent, well-balanced meal.

The classes in gymnasium set aside one day each week for special health instruction. This day is devoted to instruction by sound motion pictures, and talks by local physicians on problems concerning the adolescent period including sex matters, first aid, and health habits.

Every teacher is encouraged and instructed to give attention to health problems, both mental and physical, as they are related to the classroom. Scientific instruction is given in many courses. Constant emphasis is given in the instructions given janitors and matrons concerning their opportunity and responsibility for care of the health of pupils and teachers in the building and its effect on the general good health in the homes of the city. We are constantly on the alert to present favorable health knowledge and encourage development of wholesome attitudes and helpful practices.

THE PHYSICAL EDUCATION PROGRAM

Physical education is, of course, a very important division of our health program. The normal adolescent is naturally interested in muscular activities. It is our purpose "to provide adequate facilities and skilled leadership for the individual or group to act in situations that are physically wholesome, mentally stimulating and satisfying, and socially sound."

We believe that physical education should be provided for all pupils and not a selected few. We therefore require that all sophomore and junior pupils take physical education and submit credits for the same toward graduation. Since our building facilities and teaching staff do not permit requiring all seniors to take this work we offer opportunities for seniors interested in leadership to elect the work.

Based upon the physical examinations, classifications are established for all pupils in three divisions, *viz.*, normal, adapted, and rest. The regular program is required of all pupils whose physical condition will permit normal activity. An adapted program is available for pupils who are not quite physically fit and a rest program for those pupils who need rest rather than exercise.

In 1940 we adopted the *Physical Education Curriculum*, a national program prepared by La Porte and others as our basic course and adapted it to meet our needs and facilities.

Our program for the year 1942-43 calls for the following activities:

SOPHOMORES		JUNIORS	
Nine Weeks	Boys		
1. Soccer		Touch Football	
Marching and Gym Drills		Tennis	
2. Basketball		Advanced Basketball	
Volleyball		Badminton	
3. Wrestling		Apparatus	
Rhythms		Rhythms	
4. Track and Field		Archery	
Tumbling and Pyramids		Softball	
	Girls		
1. Speedball		Field Hockey	
Gym Drills and Marching		Archery	
2. Rhythms		Rhythms	
Volleyball		Basketball	
3. Tumbling and Pyramids		Badminton	
Rhythms		Rhythms	
4. Tennyquoits, Batball, Kickball		Tennis	
Paddle Tennis or Aerial Darts		Softball	

A rather inclusive program of intramural activities is provided for all boys and girls, who desire such activity. The number of participants in intramural sports is somewhat lower this year than in other years, possibly due to greater employment after school hours, as well as the introduction of many of these sports as a part of our regular school program. Two or three years ago we had 600 boys in intramural basketball. In addition to intramural sports, girls have the privilege of joining the Kansas Girls Athletic Association. This is sponsored by the Kansas State Activity Association and provides recognition for meeting certain requirements. This organization was substituted for interscholastic basketball when that activity was abolished for girls in Kansas.

THE ATHLETIC COUNCIL

We have a very good interscholastic program for boys. We are members of the Kansas State High School Activities Association and meet their requirements for participation in athletic sports. All athletic competition is supervised by our Topeka High School Athletic Council. This Council is composed of two pupils elected by the Student Council, all coaches, one woman instructor from the department of physical education, the head of the department, the counselor of girls, the vice-principal, the director of health, physical, and special education, who is secretary, and the principal, who is chairman of the Council. This Council meets each month and passes on policies, bills, and other matters of business. The principal is responsible for scheduling games,

and employing officials, as required by the State Activities Association. Since interscholastic sports are all-school student events we have handled them more or less independent of although closely related to the department.

Boys who are members of athletic squads may be excused from gymnasium classes during the season of the sport in which they are engaged. In such case the coaches are responsible for reporting attendance and grade. At the time of enrollment the boy enrolls in his class for physical education and returns to the class at the close of the season.

CREDIT

Last year, for the first time, it was decided to allow the same credit for physical education classes as was allowed for other classes in the school, *viz.* one credit for each semester of work. The following policy with regard to grading is followed by all teachers in the department:

1. **Knowledge**—This is measured by tests on rules, techniques, and strategies, and by daily observation of the teacher.
2. **Skills**—These are measured by tests of skills and ability and by daily observation by the teacher and by estimates of fellow pupils.
3. **Social Attitudes**—(Qualities of citizenship.) These are measured by daily observation by the teacher and by estimates of fellow pupils.

Leadership and followership)

Co-operation)

Enthusiasm)

Self-Control) These social attitudes or

Sportsmanship) qualities of citizenship

Efficiency) were decided upon as being

Sociability) essential.

General Appearance)

LEISURE TIME ACTIVITIES

A constructive program of leisure time activities for individuals and groups is essential to the life of any community. All recreation has educational value and it is therefore one of the Cardinal Principles of education to prepare individuals for the wise use of leisure time. The Topeka High School building is available and has been used a great deal by public and private agencies for the promotion of a community-wide recreation program. A night-school basketball schedule is run-off each winter. Classes in physical education for women have been a part of the night-school offerings. The American Red Cross has given instruction in first aid to several hundred adults.

A Student Defense Council was organized in the high school last spring and one of the important projects carried on under its supervision was securing secondary-school pupils to assist teachers on the playgrounds of the elementary schools after school in the afternoon, in conducting playground activities. At least one-hundred pupils gave their services in this fine project during the spring months.

A very well-organized system of summer playgrounds for both children and adults is conducted under the auspices of the Department of Health, Physical, and Special Education of the Topeka public schools during the summer months in the parks of the city. This includes such activities as games and crafts for the small children, tennis, swimming, softball, and the like for the youth and adults.

PROVISIONS FOR THE HANDICAPPED

It is our policy to provide assistance whenever possible for the needs of handicapped pupils. An elevator controlled by key has proved to be one of the most helpful facilities in the building. Pupils who are physically handicapped, either permanently or temporarily, are provided with a key and may go from one floor to another by elevator. Efforts are made also in arranging their programs that they may have as little moving about as possible. Several crippled children who had to use wheel chairs have been able to complete their secondary-school education and receive a diploma due to the availability of the elevator.

Pupils who have difficulty in sight have been assisted by the school in securing examination and glasses. Pupils with hearing defects have been given the opportunity of attending special classes where they were taught the skill of lip reading. Speech classes have been provided for those who have speech defects. With the assistance of local service clubs and their auxiliary organizations many pupils of low vitality are given milk and hot lunches.

Our general policy in handling handicapped pupils is to give them such special assistance as possible but keep them in regular classes as far as we are able to do so. A pupil with a handicap needs to learn to accept it, if it cannot be corrected, to learn to live with it, to adjust his life to do all he can for self-improvement, not to let the handicap get the best of him, and cause him to acquire a wrong attitude toward life and people.

SUMMARY

It is our policy to employ instructors for this department who are college graduates with a major in the area of education in which they are specializing, and two years of successful teaching experience. The lowering of this standard will occur only in case of extreme emergency.

We conceive of the general function of physical education and health work in our school as providing a medium for the normal growth and natural development of each pupil. While the aims are those of general education to a large extent, the physical education and health program should emphasize such phases of education as the physical, the mental, the social, and the recreational welfare of each pupil.

Topeka High School is eager to assist the boys and girls of Topeka to realize the importance of health in everyday living and prepare them with habits and skills which will enable them to maintain a sound and healthy body.

New War-time Materials for Teachers on Current Problems in American Life*

DOUGLAS S. WARD

*Assistant Professor, Colorado State College of Education,
Greeley, Colorado*

Never before have teachers of the social studies enjoyed the wealth of teaching materials available today. Publishers are doing their share in keeping abreast of the terrific pace set by war, chaos, and revolution of a dozen types. Facts from Washington, London, Cairo, Calcutta, and Chungking, opinions from every corner of the globe, and "challenges to education" by the bushel will be awaiting teachers this fall. Very little of this material will be of direct use in the classroom.

Among the usable teaching aids now available to social studies teachers none is as pregnant with possibilities, none fills a need as snugly as the *Problems in American Life* series of Resource Units. Ten pamphlets in this series, sponsored jointly by the NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS and the NATIONAL COUNCIL FOR THE SOCIAL STUDIES and edited by Paul B. Jacobson and Louis Wirth, have already been published. These are now ready for use and more will be available soon.

HOW THE RESOURCE UNITS CAME TO BE

The "lag between what is known and what is taught" is conspicuous in many areas of secondary-school teaching. This lag is flagrantly obvious in materials about current problems. Teachers are busy people, and they cannot create the time necessary to do the research involved in keeping abreast with contemporary events. If teachers did not typically teach five or more classes and stay on the job from dawn to dark they would probably still be unable to keep their fingers on the racing pulse of world affairs, because they are not in touch with research findings, or near good libraries where they may do their own research. Textbooks are no longer lagging a generation behind the times, but the mechanical task of producing a full size volume prevents the kind of "up-to-the-minuteness" the schoolroom demands. Newspaper and magazine treatment of contemporary problems is usually fragmentary and often confusing. The clear need for fresh, well-organized, reputable material on current problems faces every alert social studies teacher.

Another need which faces teachers is for fresh suggestions for teaching current problems. This need is distinctly secondary to the need for coherent statements by recognized authorities on significant problems of current

*An address delivered before a joint meeting of the National Association of Secondary-School Principals and The National Council for The Social Studies at The Annual Summer Convention of The National Education Association in Denver, Colorado, June 30, 1942.

¹Paul B. Jacobson, "Vital Teaching Materials for Teachers of the Social Studies," *The Bulletin of the National Association of Secondary-School Principals*, Vol. 28, No. 105 (March, 1942) p. 78.

interest. The vagueness of most writing about teaching methods, plus the pull of habit and the availability of an already tested stock of teaching ideas and materials makes specific, new, teaching suggestions the more valuable.

The care with which the Resource Units were planned and nurtured, and the calibre of the men and women who have given their energies to the project is an interesting story. In 1938 a group of social scientists who were anxious to bring about a closer relationship between "research in the social sciences and problems of teaching"¹ held two conferences. Hadley Cantril, psychology, Harry D. Gideonse, economics, Max Lerner, political science, Helen M. Lynd, social science, Philip Moseley, history, George P. Murdock, anthropology, Caroline F. Ware, Social History and Social Economy, and Louis Wirth, Sociology, participated in both conferences. Karl Bigelow, American Council on Education, William G. Carr, National Education Association, Edmund E. Day, Cornell University, Luther Gulick, Public Affairs Committee, Erling M. Hunt, Teachers College, Columbia University, S. P. McCutchen, Eight Year Study of the Progressive Education Association, I. J. Quillen, Stanford University, Edward A. Shils, University of Chicago, Donald Slesinger, American Film Center, Donald Young, Social Science Research Council, and representatives of the General Education Board and of the Rockefeller Foundation also attended one or both of these conferences.² The criteria for selecting crucial contemporary problems, the selection of problems and methods of arranging and classifying such problems were among the topics discussed at the first meeting. As a result of this meeting Max Lerner prepared material entitled "What Makes a Social Problem?" and several social scientists produced analyses of problems including "Housing," "Freedom and Adequacy of Information Furnished by Channels of Communication," and "War."³ After a second meeting of the planning group, Louis Wirth edited Lerner's material which together with Wirth's analysis of "Housing" made up a pamphlet entitled *Contemporary Social Problems* which was published in 1940.

The analysis of "Housing" contained no suggestions for teaching, and Wirth recommended that it "would be more helpful to teachers if suggestions for teaching had been included."⁴

During the summer of 1940 the National Association of Secondary-School Principals employed two research assistants to develop a list of problems, with the assistance of "a group of eminent social scientists at the University of Chicago."⁵ A group of twenty-eight problems was selected which were (1) . . .

¹Louis Wirth, (Editor) *Contemporary Social Problems*, Chicago: University of Chicago Press, 1939, p. 2.

²*Ibid.*, pp. 2-3.

³I. James Quillen, *Using a Resource Unit*, Washington, D.C.: National Association of Secondary-School Principals and National Council for the Social Studies, 1942, p. 10.

⁴*Ibid.*, p. 11.

⁵Paul B. Jacobson, *op. cit.*, p. 79.

"vital in American life today," and (2) of which there was "not available . . . a compact authentic treatment for teachers."

In the fall of 1940 the General Education Board made a grant of \$17,500 to the National Association of Secondary-School Principals and the National Council for the Social Studies to prepare a number of Resource Units on the topics mentioned above.¹ A joint committee on "Education for Democratic Citizenship" of which Paul B. Jacobson of the University of Chicago High School was Chairman, was formed to administer the project. Howard R. Anderson, Erling M. Hunt, James A. Michener, I. James Quillen, E. C. Cline, J. Dan Hull, Louis Wirth, and Gordon M. Mackenzie are members of this committee, with Paul E. Elicker, Wilbur F. Murra, and Will French as ex-officio members. The committee obtained the services of qualified authorities to prepare brief analyses of the topics selected, and then selected qualified teachers to prepare suggestions which would be of help to teachers who developed teaching units from the Resource Units.

PROBLEMS INCLUDED IN THE RESOURCE UNITS

In April, 1942 the National Association and the National Council began publishing the Units under the title *Problems in American Life*.

How Our Government Raises and Spends Money , by Mabel Newcomer.	Man and His Machines , by William Ogburn.
American Youth Faces the Future , by Floyd W. Reeves and Howard M. Bell.	Recreation and Morale , by Jesse Steiner.
	Race and Cultural Relation , by Ruth Benedict.

These are the Units which you may now purchase, five for \$1.25, with a copy of "Using a Resource Unit" by I. James Quillen included at no extra cost with each order of four or more Units. A recent letter from Paul E. Elicker of the National Association states that during the summer it is planned to publish five other Units, which will include

Democracy vs. Dictatorship , by T. V. Smith.	Agriculture , by Chris Christensen.
The American Family , by Ernest W. Burgess.	Crime , by Thorsten Sellen.
	Economic Problems of the Post-War World , by Alvin Hansen.

These five are now available. Titles of additional Units to be published soon include:

Politics in Action	Incomes and Standards of Living
International Organization After the War	Consumer Problems
Planning After the War	Public Administration
Urban and Rural Living	Free Enterprise and Collectivism
The Health of a Nation	War
The Use of Natural Resources	Personal Security and Self-Development
Housing	Population

¹Ibid.

²I. James Quillen, *op. cit.*, p. 11.

American Defense
Public Education

Public Opinion
Capital and Labor

Authors of the Units scheduled for publication include Max Lerner, C. E. Merriam, Harold D. Lasswell, Harry Gideonse, Frederick Osborn, Caroline Zachry, and others.

CHARACTERISTICS OF THE RESOURCE UNITS

Each Unit consists of an analysis by an eminent social scientist, and teaching aids by a classroom teacher. Most noteworthy characteristics of the Units from the point of view of the busy classroom teacher are, their brevity, their compactness, and their pithiness. Sources of additional information suggested by the authors provide ample authentic leads for the ambitious teacher.

As Jacobson states, a Resource Unit "is a storehouse from which a teacher may draw authentic material and teaching procedures and from which she may develop a teaching Unit for a particular class."⁹ This means that the lazy teacher, looking for a tailor-made blueprint-for-classroom-use, will be as disappointed in the Resource Units, as she is in most materials. The information included in the analyses, and the suggestions in the teaching aids will ordinarily not be used in their entirety by any one teacher or in any one classroom.

The typical teacher whose ingenuity and intelligence qualify her to use a tool of this kind, will probably utilize only one or two of the subtopics in the analysis of any single problem. The same ingenious, intelligent teacher probably will use very few of the suggestions made in the teaching aids, because this type of teacher is thoroughly competent to develop new teaching devices peculiarly adapted to her own classroom. Of the two parts of the Resource Units the analysis undoubtedly will be more widely used than the teaching aids, chiefly because the analyses deal with problems with which the teacher is ordinarily unfamiliar, while the teaching aids concern themselves with an area within which the teacher is often already qualified. Those sections of the teaching aids devoted to stating the objectives of the Units *in terms of pupil behavior* should prove stimulating and helpful to many teachers. Lists of films, transcriptions, and reading references for pupil use will also be helpful.

The fact that the Resource Units are not in themselves ready-to-teach materials should result in their intelligent use in many kinds of schools. Teaching situations are seldom alike. No two teachers attack identical teaching problems in the same way. No matter where the teacher's relative position on any imaginable scale of teaching characteristics, the Resource Units can be adapted to the needs, preferences, and particular abilities of the user and the learners she directs.

The care with which the topics have been selected is sufficient indication of the "crucialness" of the problems they treat. The qualifications of the

⁹Paul B. Jacobson, *op. cit.* p. 79.

authors who have created the Units are a proper indication of the reliability of the analyses. These problems are the critical issues which Americans, at peace or at war, face together.

WAYS IN WHICH THE RESOURCE UNITS MAY BE USED

The usability of the Units in both pre-service and in-service education of teachers is obvious. Beginning teachers spend expensive scores of hours distilling from devious sources the teachable information which the Units neatly and compactly present in capsule size. Books on teaching methods may be mulled over by countless perspiring pedagogues in search of a single specific, definite suggestion for teaching and evaluating a real topic. The teaching aids for the Resource Units are addressed directly to the specific topic of the particular Unit. Teachable materials are difficult, but not impossible, to find. Specific teaching suggestions to accompany brief, authoritative, up-to-the-minute problems constitute a combination rarely produced. The pre-service teacher in training, or the in-service teacher will find them useful.

Principals and supervisors who direct the work of social studies teachers will find the entire series of Units valuable. Administrators who know the special abilities, interests, and needs of their teachers can be instrumental in putting many Resource Units into use. The combination of the right Unit placed in the hands of the right teacher by a principal or supervisor can result in much improved teaching. Suggestions by the principal as to pages in the "Manual for Teachers" (accompanying the Units) which contain suggestions appropriate to the abilities of the particular teacher will enhance the success of such a procedure. Help in developing a Unit for actual teaching may be rendered by the principal or supervisor, thus providing a basis for a constructive type of supervision.

Sufficient copies of the Resource Units for each member of the school staff could provide a basis for an unusual faculty meeting, for the Units are adaptable to use by teachers other than those of the social studies. Every Unit published contains suggestions for utilizing several areas of the curriculum. Mildred Ellis, who wrote the teaching aids to accompany "Race and Cultural Relations," lists five specific ways in which activities for that Unit might be carried on in classes other than social studies. Definite suggestions of ways for teaching the Unit on "Race and Cultural Relations" are made for English, mathematics, commercial, vocation, and science areas. Robert B. Weaver, author of the teaching aids for "Man and His Machines" makes a carefully worked out suggestion for the part the industrial arts department can play in teaching this Unit. The other published Units also contain suggestions of this type.

Each Unit contains suggestions concerning the place of that particular Unit in the program of the secondary school. Chester D. Babcock makes an excellent statement concerning the possible uses of the Unit on "Recreation and Morale." Any one of the Units might be used as a basis for a short

segment of almost any course in the social studies area. "How Our Government Raises and Spends Money" would enliven any civics or government course. "American Youth Faces the Future" would serve nicely as a concluding Unit in American history. "Man and His Machines" is a "natural" for economics courses. "Recreation and Morale" is one of the most crucial social problems facing us, and would therefore contribute to the meaningfulness of a problems of democracy, of American problems course. "Race and Cultural Relations" would bring real meaning to world history. These Units can be used in other ways as well. Their uses are manifold.

The committee which directed the development of the Units specified that the teaching aids contain suggestions for teacher-pupil planning procedures. The nature of the Unit problems themselves facilitates teacher-pupil planning. The development of co-operative classroom procedures will take place better if the problems studied are *real* to the learners than if the topics are of interest only to the teacher.

NEED FOR PUPIL MATERIALS TO ACCOMPANY THE RESOURCE UNITS

The Resource Units are for teacher, not for pupils. Their use entails preparation of outlines, lists of readings, sources of information, and pupil activities. For this reason the teachers who will use the Units will probably be alert teachers. This is a wholly fortuitous circumstance since only alert teachers should teach problems as vital as those covered in this series.

All of the Units, however, contain multitudinous suggestions concerning readings, films, recordings, and other information which will facilitate the alert teachers' task in making a teaching unit from a Resource Unit. Edward A. Krug, in the teaching aids for "How Our Government Raises and Spends Money" devotes more than three pages to "Materials for Pupils."

The wider use of the Units, however, will depend in part upon the development of appropriate materials to be placed in the hands of pupils. Erling M. Hunt, in the preface to *Contemporary Social Problems*, already referred to, pens the hope that the Units will influence "publications for schools."¹⁰ Paul B. Jacobson, in the article in *The Bulletin of the National Association* mentioned above, states that the committee "has addressed itself to a consideration of this problem," and expects to make an announcement in the near future.¹¹

The Resource Units on *Problems in American Life* are the result of a careful plan which scores of competent educators and social scientists have helped to develop. The project was made financially possible by one of the nation's most socially-minded foundations. After nearly five years of planning and working, ten of the Units are now ready for use by the resourceful and experimentally-minded teachers of America.

¹⁰Louis Wirth, *op. cit.*, p. vii.

¹¹Paul B. Jacobson, *op. cit.*, p. 87.

A Social Studies Program in Wartime*

W. FRANCIS ENGLISH

Superintendent of Schools, Fulton, Missouri

Early in the depression years, a Missouri superintendent said to me that he hoped that the depression would not be a failure. This superintendent had in mind then that education was in great need of revitalization and redirection. He knew that the young people were coming out of our school poorly equipped to grapple with the problems which they had to face. Americans as a whole lacked a faith in fundamental things, they were not highly skilled in the processes of democratic living and they had an astounding paucity of information concerning the organization of modern life, to say nothing of the lack of understanding and appreciation of how modern social organizations function. These conditions existed although our schools were offering a social studies program in every year of the public school curriculum and a great deal of the materials of other learning areas had strong social implications.

I sincerely believe that the depression years were not failures for education. My observation has led me to conclusion that our rude awakening and the challenges hurled at us, in our profession and from without, have improved our social studies program immeasurably. We have come a long way since the early 30's. The National Council for the Social Studies and the National Association of Secondary-School Principals have had a conspicuous place in directing and in implementing these changes but the task is not complete and this emergency is giving us a great opportunity to hasten our transition from a program that has been lifeless, uninteresting, pedantic, and unreal to one that is alive, interesting, and real. We still have a long way to go and it is already very late. Let us be on our way immediately.

Why have we been so slow in doing the things that obviously need to be done? Are we just another vested interest? Why has there been so much discussion of fine and thrilling objectives and such a little translation of them into action? Why the reluctance on the part of teachers and administrators to launch out into new directions that are obviously safer, if we are looking for safety, than older ones? I believe that you will agree with me that it has been our enslavement to an inherited methodology and to an organization of subject matter that seems so logical to us. We forgot that subject matter had to be living materials to the learner if it became a part of him. It has distressed us because well-organized text materials did not appeal to active boys and girls. It has been a bit disturbing that young people will not sit quietly in classrooms and let wise, beneficent, and authoritative teachers make them

*An address delivered before a joint meeting of The National Association of Secondary-School Principals and The National Council for The Social Studies at the Annual Summer Convention of The National Education Association in Denver, Colorado, June 30, 1942.

into intelligent, active, enthusiastic, and skillful citizens. We seem to forget that learning is an activity and the learner is the active agent and that the learning act is most satisfying and complete when the learner can use all of his interests, aptitudes, and abilities in the process.

PRESENT CONDITIONS OFFER EXCELLENT TEACHING SITUATIONS

The war effort, in which the schools are having such a conspicuous part, gives the social studies teacher an excellent opportunity to revitalize and redirect the social studies program. The social studies teachers are in a strategic position to lead young Americans and adult Americans into active participation in genuine democratic living. They are the group of trained Americans who can most effectively and most skillfully demonstrate to their fellow countrymen what effective democracy is and they can guide America to a full realization of what democracy can become. It cannot be done by negative thinking or inaction. It will take clear thinking, vigorous action, and genuine democratic attitudes. We marvel at what the engineering profession has done for us in this century. We are suffering from what they have done because, we, who have dreamed dreams of social engineering, have not been able to handle our materials (human beings) or blue print our way. Ours is a terrifying task but we have not been able to get out of our academic babble. Let us rise by our own bootstraps in this emergency and train a generation in democratic living. The fundamental objectives of developing methods of obtaining and evaluating information, of developing skills in handling this information, of developing desirable social habits and points of view, of developing respect for the rights of others, of developing the interest and desire to participate in contemporary social living, of developing a sense of discrimination and critical fairness between special economic, political, and national groups, and of acquiring an understanding of social groups, are all as valid in wartime as in peacetime. The study of history and the study of historical processes is as necessary now as it has ever been. History can be more meaningful than ever before if the history that is studied can be used by the pupil in arriving at an understanding of the present world and how it came to be.

These objectives should be more sharply defined than they have been in the past. We must do more than we have ever done in teaching democracy. We have taught about democracy and have done too little teaching democracy. We have been so scientific, so critical, so open-minded that our pupils have lacked clear and deep convictions. The method of the scientist is painstaking and impersonal but when he arrives at a conclusion by his techniques, he arrives at a conclusion that is fundamental and that is powerful. It changes things. We must do the same things with our way of life. We must use it to change people. It is more than a laboratory process, it is the most challenging and thrilling idea that man has discovered in this modern world. It is a

faith, a process, a new order, it is part of our religion. It is man's social adaptation of Judean-Christian religion and the young American must feel it as well as understand it. The method of learning must be built on careful and critical study as well as by social activity in democratic organizations. The study and doing must go hand in hand.

We have been told that the schools have an obligation in keeping the morale of America high. We should accept this challenge gladly. Social studies teachers are in a strategic position in this struggle. The story of the progress of western civilization is a study of the sacrifices of men and women who were guided by great ideals. Our way of life was literally purchased by the blood of men and women who were willing to sacrifice and die for what they believe to be right. We have obscured this picture by giving our young citizens overdoses of the pathology of American life. We are not anxious that the pathological conditions be obscured but we have been wrong when we destroyed faith and twisted and obliterated the true picture of the nobleness, the sacrifice, the undying faith, and the great idealism that has been fundamental in our way of life. Our national heroes do not have to be presented as perfect men in order to make of them admirable characters but their nobleness of purpose and their sacrifices need emphasis.

ADMINISTERING A SOCIAL STUDIES PROGRAM

In administering a social studies program in wartime I would recommend that we attempt to do the following things: (1) teach democracy as a faith, as a long struggle of mankind and as an active and successful way of living, (2) strengthen this faith and way of life by emphasizing the strength and nobleness of it rather than giving too great an emphasis to its shortcomings, and (3) give as clear a picture as possible of the stresses and strains that the next generation will be placed under and fortify their faith with information, experiences, and techniques that will strengthen them for this struggle.

In order to accomplish these things I think that we should make some changes in our materials and in our attack on materials. We certainly have neglected Latin-America, Canada, and the Pacific world in our social studies. We have been conscious of this deficiency for some time but since we have had such a wealth of materials and since our frame of reference has been focused on Western Europe and North America we have done little about it. The problems that we faced in Latin-America, Canada, and in the Pacific were pretty much ignored. In the place of giving attention to the immediate and pressing problems of our nation, we did the respectable thing academically, the easy thing also—we emphasized the materials with which we were familiar. The time has come when we must give our attention to this neglected area. We do not need new courses in the elementary and secondary schools in these fields. We need new units, and a wealth of

materials to implement courses that we already have. Sure, it will force us to use the surgeon's knife on some of the things we have in our courses now but they will surely stand it. An operation is already long overdue on some of them. Let us be sure that the materials that we use on these areas give us a true and complete picture of these people. Too much of the materials on these areas have been fantastic. The glamour needs to be reduced and materials that explain their ways of living, their pressing problems, and, above all, their national ambitions and philosophies needs to be added. The geography of both Latin-America and the Pacific needs emphasis also.

TEACH DEMOCRACY

Within our land, our country now is a teeming machine of democracy at work, functioning in high gear and adjusting its machinery and human resources for a gigantic struggle in all corners of the world. It is a thrilling scene, demonstrating the strength and vitality of our country. The activity is reaching into the home, the school, and the individual lives of our pupils. It is a vital part of their lives. The sacrifice, adjustment to war conditions, speeding up of production, limitation on rights, and new emphasis on duties, social shifts, and personal adjustments are a part of this process. Home strains and worries are making it difficult for young people to keep their balance and preserve their faith. We are in a strategic position to help young people understand, believe, and act. It takes more than preaching. It takes a real understanding on our part and it takes a deep and genuine interest in human beings.

It is our job to make this gigantic effort understandable. In order to do this we cannot leave it out of the classroom. The life just out the window of the classroom is just as much a part of the social studies as is the life in any past age. True this life is a product of the past and can be understood only if there is a reasonable understanding of the evolution of life but a study of man's experiences that does not focus the whole story on this present, is very much meaningless to young people.

If we are to take our pupils to the sidelines so that we can see the game from that vantage point we are going to have to have materials in abundance. These materials will have to be well selected and skillfully used, but we must have them. The magazines, the radio, the newspaper and its editorial page and feature articles, the publications for social studies instruction, the cinema, maps, graphs, and all illustrative materials should be used, by pupils rather than by teachers, in arriving at understandings and appreciations of the significant happenings of the present. It is a splendid time to free ourselves of the slavish following of weak and unsatisfactory summaries that we usually use in classrooms.

DIRECT CIVIC THOUGHT

It seems to me that we should be concerned, as the editor of *Social Education* has put it, "with setting the direction of civic thought. In one sense, it is more political theory and, if necessary, less of governmental detail which it needed in our courses." Let me emphasize here that we have neglected the study of our great documents in the past decades. There is very little understanding on the part of most of our citizens of the majesty, the power, and the importance of the Declaration of Independence, the Mayflower Compact, or the Bill of Rights. Now is the time to stress the great ideals of our faith. We can do it much better by studying the document, its historical setting, and what it means to us and our liberties than we can by preaching about high-sounding ideals. We need the case histories of great documents, great ideals, and great faiths.

The teacher of history needs to follow this practice as much as the teacher of government or problems. If the richness of Greek life and what Greek thought means to the modern world doesn't have meaning for thinking of the modern world, Greek history had just as well never have been taught. If the story of America doesn't develop a total picture within the pupils, it is of little value.

TEACH RESPECT FOR LEADERSHIP

Now is a ideal time also to teach a respect for leadership that we have never had in America. Not that I would advocate that we stop criticism in the press, in the forum, or in the classroom, but I do think that criticism has been a great outdoor sport in America. Criticism is needed now as it never has been in a democracy but we do not need carping, ignorant, and selfish criticism. Criticism should be built on full understanding, and unselfish motives. The nation's effort cannot stand narrow-minded and selfish nagging. This kind of criticism leaves us with a low morale when defeats come and faith runs low.

It is obvious that we need to develop the ability of citizens to carry ideals and programs into action. This is one of the most difficult skills for idealists to develop. The failure of Nineteenth Century liberalism was due largely to its inability to carry into full operation its program. The resurgence of dictatorship has been due to the fact that democracies have been unable to agree on programs, make blue prints, detail the specifications, and then go about in a vigorous and efficient manner the erection of the structure. The skills for action in a democracy are specific skills. They are skills of organizations, education of the public, controlling political organizations, passing legislations, organizing the administrative details, and improving and perfecting the program. Only a minority in America have had these abilities and too often they were not the citizens who believe that government and business should work for the good of all. There is a well ingrained

belief among many of our citizens that the process of politics is bad. This belief is founded as much on ignorance and lack of skill as it is upon examples of bad government. It is the business of the social studies teacher to develop these skills in young citizens at the time in their lives when they can learn them. These powers are just as important as these of analyzing information and doing reflective thinking. This war program is a splendid time to develop the powers of personality, the techniques, the skills that will strengthen democracy for generations.

In studying the war itself the social studies teacher has an obligation to help the pupil analyze democracy and dictatorship. Both have to be studied as historical processes and as present conflicting ways of life. There is no reason for the teacher not being a partizan in this issue. Dictatorships had just as well be called just what they are. They are gangster politics, enslaving movements, international banditry, barbaric, and are completely destructive. They do not build, they destroy. Their system is not a new order, it is the law of the jungle. There is nothing constructive about them, they are wholly destructive. Democracy is the "last best hope of the world." The case can be proved for it and we do not have to apologize for its shortcomings. These are its strengths as well as its weaknesses. The methods of improving the ways of democracy need to be stressed but the ability to carry the improvements into action is the all important power to develop.

In summary, I want to say that we do not need to turn our back on the scientific analysis of social phenomena. We need more information and we need scientific criticism. We need less carping, selfish, and ignorant criticism. Our most immediate task is to support our war effort with all our energy and with all our spirit. Our long continuing task is to develop citizens who have a well-reasoned faith in democracy and who believe fundamentally that it is the only way that mankind can improve himself and escape from another period of barbarism. If democracy is going to succeed in the period after this war, the participating citizens in a democracy is going to have to have exacting skills of planning, criticism, and action that democracy demands. It is our task to develop them.

Important National Association BULLETINS for use by your faculty

**WAR-TIME POLICIES FOR SECONDARY EDUCATION
SECONDARY EDUCATION AND THE WAR
WAR-TIME CONSUMER EDUCATION
WORK-EXPERIENCE IN HIGH SCHOOLS**

Special 50 per cent discount on the regular \$1.00 price to members

The Homeroom As a Practical Factor in Democratic Living

SAMUEL BERMAN

Principal, James R. Ludlow School, Philadelphia, Pennsylvania

Active, intelligent participation in the defense of our American democracy is today a dominant objective in the schools of the United States. Educators, together with other awakened citizens, are generally convinced of the need of such defense. Therefore, glittering generalities about the "good citizen" and his duties in "a democratic society" are being discarded for specific, practical, down-to-earth teaching possibilities. Lip-service is being translated into citizenship-service.

For example, the Educational Policies Commission of the National Education Association, after defining the purposes of education in American democracy, has implemented its pronouncement with a case study of immediate value—*Learning the Ways of Democracy*. The Commission succeeds in pointing out trends and practices in the schools and reveals how democracy can function in the daily lives of pupils, teachers, and school executives.

New textbooks stress the democratic processes as never before, and an increasing number of supplementary readers, factual and inspirational, glorify the rights and responsibilities of American citizenship in contrast with dictatorship. Articles in current periodicals, as if written by Caspar Milquetoast, view with hysterical alarm the threat to democracy and call for an immediate program of patriotic indoctrination. However, among the more level-headed, Dr. W. W. Charters analyzes the duties of the school from three directions:¹

1. The responsibility of the school is to lead its children to appreciate their inheritance.
2. The school has a responsibility to acquaint the young with the society in which they live.
3. The school must teach the young the techniques of intelligent thinking.

Dr. Charters lists the inheritance of our pupils by cataloging significant characteristics of the democratic pattern of life as described in the Declaration of Independence, the Constitution of the United States, the Bill of Rights, and the writings of statesmen.

It is obvious that the school can *do* more about democracy and democratic living. Its obligation is implicit in these days of uncertainty, but no matter what the school attempts to do, it should proceed calmly without pedagogical hysterics. A thousand and one opportunities are at hand with which to undertake a practical, sane, effective program. One of these opportunities rests in

¹Charters, W. W. "Heirs of Democracy," *The Journal of the National Education Association*, December 1940, pp. 259-260.

the homeroom. No startling innovations are needed; the possibility for democratic living is inherent in the homeroom itself.

LIMITATIONS OF THE PLAN

The plan that follows has not been tried in full. Parts of it are already familiar to every alert home-room teacher. Yet to impose it upon any teacher, a group of teachers, or a school without adequate discussion or the expression of a need felt by the teachers themselves, would be a serious violation of the democratic ideals of the plan itself. The handing down of a blueprint as an order from a school executive to his staff without previous orientation and collaboration is undesirable. However, the intention of the writer is merely to stimulate thought through a consideration of this plan. It is hoped that some teacher will catch its basic suggestions and will want to try or to adapt them as needed in a specific school community.

Furthermore, the plan is founded on a debatable premise—that a homeroom is needed in a modern school. (For the time being homerooms do exist and may continue to do so indefinitely.) Attention is also called to the use of the word "should"; it is not the purpose of the writer to be didactic but merely to *suggest* various steps in the plan. "Should" may be read as "it is desirable" that certain procedures should be *tried* by the home-room teacher.

GENERAL ASPECTS

A practical translation of several of the characteristics of democratic living into daily home-room situations would furnish an adequate program for both teacher and pupil, namely:

1. The rule of the majority; the rights of the minority; the honest ballot.
2. Free discussion; freedom of speech; the search for truth.
3. Justice; trial by jury; arbitration of disputes; the right to petition.
4. The responsibility of the individual to participate in the duties of democracy.
5. The practice of the fundamental social virtues.

Over and above these five characteristics stands the one basic tenet of democracy: respect for the dignity and worth of the individual human personality.

SPECIFIC ASPECTS

The following practical applications of democratic living can be made in the homeroom:

1. *Home-room organization and elections.* At an early meeting of the home-room group, free and complete discussion of the need of organization in relation to the functioning school organization (student council, student committee, or student senate) should take place. Next, the pupils can plan for an effective home-room organization through suggestions and conclusions arrived at openly, after adequate thinking and exchange of opinion. No pre-fabricated plan or pre-conceived notions, except those necessary to

accord with the school's student constitution, need be required of the members of the homeroom.

Nominations should be made *only* after a class discussion of the desirable qualifications for leadership. Nominating speeches, campaign speeches related to a platform of objectives, and campaign literature are to be encouraged. All elections, supervised by the pupils themselves, should be by *secret ballot*. Prior to actual balloting, there might be a short discussion on the Australian ballot and on the sanctity of the secret ballot.

Following the elections, the home-room teacher can stimulate a discussion of the meaning of rule by the majority, especially the obligation of all to accept the will of the majority—as a phase of democracy. The necessity for according the minority the right to express its opinion and the need of listening with an open-mind to ideas other than our own can be emphasized.

2. *Freedom of speech*. This right, guaranteed by the Bill of Rights, has already been related to home-room organization and elections. It should permeate the work of the homeroom. Immature pupils, however, are likely to go off at a tangent, but the teacher who believes in democracy, can without much difficulty keep pupils aware of the main points of a discussion without being autocratic.

It is clear that freedom of speech is closely connected with critical and independent thinking. In a school organization where guidance materials do not guide but actually dictate, there is danger that the teacher, in order to cover the *prescribed material* in a given time, will brush aside honest inquiry. Even at the expense of not completing the assignment, it would be better to permit free discussion if to the point. Critical and independent thinking thrives on the kind of discussion that leads to the "search for truth."

Pupils should be given the opportunity to discuss their likes and dislikes concerning school studies, school policies, the management of corridors, lunchroom, assemblies, clubs, athletics, and community events.

3. *Justice*. In many homerooms there exists a disciplinary committee of pupil members. Such a committee is far from desirable, because pupils in their immaturity are apt to mete out punishment not in keeping with a pupil's defection. It would be better to abolish committees of this type altogether, for they are rarely just. Instead, an *adjustment committee* should be formed for the benefit of the homeroom and the individual pupils. This committee, now functioning successfully in a few junior high schools in Philadelphia, acts as a clearing house for class and individual grievances. After studying them, it submits a report to the members of the homeroom for consideration. After the class discusses this report, and only then, a petition of complaint is forwarded to the student council, teacher, or school executive concerned.

Such an adjustment committee was instrumental in abolishing a School Safety Court which had no jury and handed out severe punishments. In its

place the adjustment committee suggested a home-room safety committee and a school safety committee on which every homeroom was represented. Frequent reports were made to the home-room groups and assemblies. Accidents in the school and the neighborhood were reduced considerably.

Enforcement of rules and regulations as a part of democratic living need not be autocratic. Honest discussion of the need for such rules and regulations should be a topic for each home-room early in each semester. However, even in a democratic set-up it is extremely doubtful whether or not pupils themselves should mete out punishment to other pupils—unless they are given in a spirit of justice and under the supervision of a sympathetic teacher—and then only sparingly. The homeroom should not take on the aspects of a courtroom but of a laboratory in citizenship.

Briefly, democratic justice is closely related to the possible methods of resolving conflicts. The home-room teacher should consider these factors, desirable and undesirable:²

- a. Force and similar forms of coercion
- b. Legislative enactment
- c. Debate and decision
- d. Compromise
- e. Discussion
- f. Emotional appeal (made by or in the name of a respected and beloved leader.)

Certainly force and legislative enactment are the least desirable in a democratic homeroom.

4. *Participation in the duties of democracy.* Training in civic responsibility has long been an objective of the school. Nevertheless, most educators will agree that the school has not successfully achieved this objective. The home-room offers opportunity for training through participation, as follows:

- a. Every pupil should serve on some committee according to personal choice, so that he may actively share in the work of the homeroom.
- b. Every pupil should do his part. This may seem *naïve*, but the "let-George-do-it" attitude should be discouraged. In most committees the chairman usually does all the work. This is the bane of our American system of representation—leading to misuse of power, without the "checks and balances" necessary to co-operative participation.
- c. The obligation for good health as a part of national defense can be fostered by frequent check-ups on the correction of remedial physical defects.
- d. The civic obligation for protection of property can be encouraged by arranging parties and dances to replace hooliganism on Hallowe'en, Election Night, New Year's Eve, Victory Night, and similar occasions.

All of these possibilities overlap with those that have already been mentioned. Many more could be enumerated. Both pupil and teacher can

²Clarke, Edwin L. *The Art of Straight Thinking*. New York: D. Appleton and Co., 1929 pp. 364-369.

find more opportunities for participation in seeking solutions to the following problems:

- a. What are my obligations now to my community? What can I do?
- b. What can I **do** to improve myself as a school citizen?
- c. What can I **do** now in the defense of American democracy?

5. *Practice of the fundamental social virtues.* Since the social pattern of our life is democratic in theory, it follows that fundamental social virtues must be practiced from a democratic viewpoint. Some of these virtues offer practical ways through discussion of the following problems:

- a. Do I follow the crowd? Am I open-minded? Do I think for myself? Is it sustained thinking?
- b. Do I laugh at the mistakes of others? in speech? in manners? in knowledge?
- c. Am I influenced by the race or religion of other pupils?
- d. Do I obey the rules and regulations of this school willingly through understanding? Do I obey unwillingly through fear or force?
- e. Do I settle misunderstandings, quarrels, and disputes by an appeal to reason?
- f. Do I know how to get along with others?
- g. Do I take my share in school activities?
- h. Am I taking advantage of my opportunities so that I may become a useful member of my community?

It is to be noted that this type of problem avoids generalities inherent in citizenship, co-operation, effort, industry, courage, self-reliance, tolerance, and democracy. The center of interest is the pupil himself and *his* relationship to others. It proceeds from egotism to social awareness in terms of daily living.

CONCLUSION

The homeroom can be made a practical factor in democratic living by taking it as it is, with all its possibilities, and merely adding a forthright emphasis upon democratic ways. Dr. Briggs³ strengthens this viewpoint by writing: "More than any other group, educators have the techniques for the kind of leadership that the challenge demands. It requires first of all good teaching. Educators know how to explain and to convince; they know how to inspire by genuine motivation; they are skilled in organizing and directing groups for co-operative endeavor."

For both pupil and teacher the following advertisement of *The New York Times* (in *Time*, December 23, 1940) bears tremendous implications: "The only opinion that counts in a democracy is *yours* . . . and your opinion counts most when you know the *facts*." As never before, the homeroom can become a valuable agent in guiding pupils in the ways of democracy and in offering pupils countless opportunities to practice such ways.

³Briggs, Thomas H. "The Ramparts We Defend." *School and Society*, September 7, 1940.

American Schools Make "Good Neighbors" Better

R. L. AMSDEN

Supervising Principal, American Grammar High School, Buenos Aires, Argentina

Many school men do not realize that there are over a hundred-fifty North American schools in South America. They are of three types: company sponsored schools with Standard, Gulf, Texas, and Sinclair among the great oil companies and the American Smelting and Refining Company important among the mining interests; Church or Mission sponsored schools, a vast majority of which are Protestant in origin and administration; and community schools, democratically organized and controlled in that a group of businessmen operate the schools through Chamber of Commerce committees or similar arrangements.

These schools, designed chiefly for the children of Americans, none the less, have had very large Latin minorities from the liberal and prominent national families. South Americans have never ceased to resent the tightening economic controls accompanied, not infrequently, by political interference in one form or another, but they have welcomed our schools with open arms, and through these schools modern educational philosophy and methods, as well as the best North American culture and traditions, have been disseminated among the Latin republics.

Of the many hundreds of American schools outside of the United States and its possessions, only three have been accredited by regional accrediting associations. The American Grammar and High School of Buenos Aires, Argentina, the American School Foundation of Mexico City, Mexico, and the Lago Community High School of Aruba, Netherlands West Indies hold membership in the Southern Association of Colleges and Secondary Schools, and their graduates have college entrance privileges comparable to those of any good high school within the country.

The American Grammar and High School of Buenos Aires, the English speaking division of Ward College, is conscious of its position of leadership in South America and has worked constantly during the last twenty-nine years to improve its educational offerings by strengthening its staff, increasing its library and laboratory facilities, and by moving to more adequate buildings as the enrollment necessitated.

Ward College is the largest American sponsored school in any of the southern South American republics. It has an enrollment of about 900 students of which nearly a fourth are boarding students; 360 of these students are in the English speaking branch and the remainder follow either National (College Preparatory) or Commercial work in Spanish. Ward College is officially sponsored by the Mission Boards of the Methodist Church and the Disciples of Christ. The American Grammar and High School, the English speaking divi-

sion, however, is self-supporting and is located in Belgrano, the center of the American community, about ten kilometers from the main Ward College campus.

HISTORICAL INFLUENCES

Through American schools many Latin American children, and in the last eight years the children of European refugees, have been afforded the opportunity of learning English as it is spoken in the United States and of tasting the best of American educational offerings. These American schools have been very real cultural bridges in that they have linked a relatively large section of Latin American society strongly to the American way of life. The Latin-Americans who have been associated with our schools have been greatly influenced by our standards and ideas and form a militant core of the democratic majorities, which in these countries staunchly support the American and Allied cause.

Schools such as Ward College, in Argentina, International School in Paraguay, MacKenzie College in Brazil, Grandon Institute in Uruguay, Lima High School in Peru, and Santiago College in Chile are known throughout their respective countries. There scarcely exists a village of any importance which has not had at least one boy or girl enrolled, and the contacts with the parents of these children as well as the good will which the students themselves spread have fostered better relations between the two hemispheres.

American influence in education was first felt in Argentina when one of its most progressive presidents, Domingo Faustino Sarmiento, brought several groups of American teachers to Argentina shortly after 1875. Sarmiento earlier had been sent to Washington as Argentine minister and during his travels in the States he became so impressed with the system of free public education and the professional training of teachers that he determined to transplant as much of American educational practices as possible to his own country. These teachers—fewer than fifty—which he brought helped found the present system of normal schools which were a direct borrowing from the American system of teacher education. Only two of these teachers are still alive; years ago they were retired on pension and now live in the mountain province of Mendoza.

Jennie E. Howard, one of the best known "maestras norteamericanas," has left behind an extremely interesting account of these first educational missionary efforts, in her quaint but readable book *In Distant Climes and Other Years*.¹ The dedication of her book implies modestly the accomplishments of these pioneers. "To my co-workers and companions living and dead whose courage and enthusiasm rose to answer the call for help in implanting under the Southern Cross in the Argentine Republic the educational ideals

¹American Society of the River Plate, American Press, Buenos Aires, Argentina. 1931.

of Horace Mann through the patriotism of Sarmiento, I dedicate this simple story of some of our experiences and efforts of the past years."

The "Escuela Normal" still remains as one of the corner stones of the present Argentine system and it is still a teacher training institution although its graduates have only as many years of schooling as have our high school graduates. Free public education dates from the period of Sarmiento.

AREAS OF ACCOMPLISHMENT

Other educational ideas of that period such as the beginning of laboratory work, physical education for girls as well as boys were taken over wholeheartedly. But because they were not indigenous to the country, the ideas of Horace Mann did not develop further, although the concepts of free public education and teacher training are a significant contribution.

Throughout the last forty years, Argentine education has reflected more its European influence than it has its American. Education has been and still is considered in Latin America to be the memorization of certain groups of data which have been largely unchanged in content. Little creative work in the American sense exists. Laboratory experiments are nearly all conducted by the teacher. School libraries, as we know them, are practically non-existent as are extracurriculum activities and assembly work. There is little organized guidance. Secondary school work is selective; only the most capable are permitted to advance beyond elementary level.

Although general education is certainly subject to criticism, modern vocational education does exist. Buenos Aires has several up-to-date industrial schools of which the Otto Krause school is the best known. These are equally selective and their standard of work is very high.

There is hopeful evidence, however, that the less political of the Argentine educational authorities are beginning to realize the deficiencies of their present system and are evincing more curiosity and interest in the work of American sponsored schools than ever before. Many times yearly school inspectors bring delegations of teachers to Ward College to visit the classes, view work exhibits, and to examine the modern buildings and facilities.

The Ward College uniformed band of about sixty pieces has been very popular for the past ten years in Argentine as well as in American circles. It was the first school band to be organized in the Argentine and it plays for many patriotic and social events, all of which help kindle sympathetic understandings. It has been the inspiration for the development of other school bands and musical groups. Recently one of Buenos Aires largest manufacturing firms, the Alpargatas Company, solicited the aid of the music faculty of the school in developing band work among its employees.

The American schools have taken a leading part in developing a games program in physical education. Softball and basketball are both rapidly becoming

ing popular school sports although Argentine football (soccer) continues to be the principal drawing card. American school teams compete in basketball, softball, and in track events, and in general have given considerable leadership in the field of athletics. The head professor of the state sponsored school for training boys to teach physical education throughout Argentina, is a graduate of our YMCA College in Springfield. There is a similar school for girls which includes two American trained women on its faculty. The Argentine is a true devotee of athletic contests which affords a very real opportunity to make friends for America through sport.

The camping movement is just getting under way in Argentina. The YMCA and several sports clubs have conducted camps but they have been designed mostly for adults. The first school to sponsor a children's camp was the American Grammar and High School. The camp was held last summer in Achiras in the hills of Córdoba where fifty-five students and teachers spent part of the summer in a program of riding, craftwork, and athletics similar to that of the average camp program in the States.

American schools have been the first to provide ample campus space and in so far as is possible all newer Argentine schools are following the idea. It has only been the more recently constructed schools that have included either gymnasium or auditorium space. Here again the influence is definitely American. In the past, schools in this country have been old structures, either office buildings or large dwellings which have been taken over and adapted to school use.

ADMINISTRATIVE PROBLEMS

The administrative difficulties which confront American school men are legion. The Nazi and Fascist-financed German and Italian schools have aroused, through their violent propaganda efforts, such a wave of popular indignation that several repressive laws have been passed to increase the government control over foreign schools. American and English schools have, of necessity, had to comply with these measures. Under these restrictions, foreign schools are required to have their basic reading books (first seven grades) translated into Spanish. The complete Argentine elementary program (three and a half hours daily) must be taught in Spanish before the American program in English can be given. American teachers have been required to have their diplomas and certificates legalized in a particularly cumbersome and costly manner which involves securing affidavits from their teachers colleges, from the state superintendents of education and secretaries of state where the colleges are located, from the commissioner of education in Washington, the Social Security administrator, the Secretary of State in Washington, the Argentine Consul General in New York, and the Bureau of "Relaciones Exteriores" and the "Consejo" or office of education in Buenos Aires.

Restrictions of which these are examples have closed the doors of many

foreign schools in Argentina although most of the American and English schools are still operating. The government's policy of neutrality in the present war crisis has made it expedient to enforce even more strictly this repressive legislation against all foreign schools.

NEED FOR COMPETENT TEACHERS

Obtaining competent teachers has always been a problem. The income of these institutions is in pesos; consequently, salaries are paid in the currency of the country which has a low dollar value. American teachers who come to Argentina to work are here because of their desire to travel or their interest in Latin American culture rather than of any interest in a lucrative position. Textbooks come from the states and at the present time are almost unobtainable. Postal regulations due to the war prevent publishers from shipping more than one small package a week to any address.

Although the problems facing American schools are very pressing, there are compensations which tend to level the balance. All of the American school students are bi-lingual; competence is required in both Spanish and English before they can be graduated. In addition, many of them speak other European tongues. The cosmopolitan student body, having as it does at the present time children of twenty-six nationalities, is an education in itself. The broad cultural and travel background of the families who support the American school has given the children so many advantages that the caliber of work which may be done in class is of much higher quality than can be done in the average school in the United States.

Living in Buenos Aires—the largest city south of the equator—is in itself a compensation. Where else would one have the world famous Colon Opera House? Where else would one have the stimulating cosmopolitan society, the shops that rivalled Paris and New York before the war? Where else would one find a huge ocean port modern in every respect and yet a few kilometers away customs so quaint as to be of another age?

Program material is always at hand to bring rich, vital experiences into the school curriculum. Students visit the Hall of Congress, internationally famous galleries and museums, office and pressrooms of two of the world's greatest newspapers—"La Prensa" and "La Nacion." Speakers and entertainers may be obtained frequently from the Cultural Relations Division of our own and other Embassies.

It is probably true that Argentine public opinion is generally sympathetic with the United States although economically the two countries compete in several fields. In spite of trade rivalries, in spite of the unfortunate prohibition on the importation of Patagonian beef, in spite of the contemptuous attitudes which some American businessmen have frequently displayed for Latin America and its culture, in spite of the fact that few Americans have come to Latin

America to make their homes here as have the English, Dutch, Germans, and Italians, public opinion is sympathetic with the American cause, and although the present Castillo government has maintained, what has seemed to many Americans, an almost "pro-axis neutrality"; sooner or later—perhaps before a very few months have passed, Argentina should be actively supporting the Allied cause.

In the last year or so we have witnessed a barrage of well-intentioned propaganda efforts from the United States *via* radio, movies, and various and assorted "good will" ambassadors. Not infrequently these recent eruptions of friendly feeling have been taken somewhat cynically by the South Americans. What good will exists in the minds of these people toward North America is not so much the result of our recent and occasionally naive efforts as it is the result of the long-term work which has been carried on by our schools, church groups, and those few businessmen who came here sensitive to the good things which the country provided, modest concerning their own background, and who have founded Argentine-American homes. America needs more ambassadors of this sort—men who will come to a new country and make it their own without forgetting their North American ties of kinship and culture.

We need more North American teachers, subsidized perhaps either by the government or groups interested in bettering Latin-American relations—groups such as our powerful educational associations. Teachers are needed who can work in the existing schools not attempting to inculcate our North American ideas in their entirety, but prepared rather to adapt the aspects of our philosophy, methods, and materials which will benefit most directly the country in which the school is located.

Issues of THE BULLETIN of the National Association of Secondary-School Principals have been found so helpful that many principals are ordering them in quantity lots for use in faculty meetings. One school system ordered 75 copies of the October 1942 BULLETIN (SECONDARY EDUCATION AND THE WAR, \$1.00 each, but 50 cents each to you as a member) so that each teacher would have his own copy to learn what other schools are doing to help win the war. Your order will be given prompt attention.

Helping the Pupil to Help Himself

WILLIAM T. KELLY

Edwin H. Vare Junior High School, Philadelphia, Pennsylvania

INTRODUCTION

In order that the school may contribute the most to the war effort, constant attention must be given to the school's program as a whole. Each of its parts must be so organized and developed that it synchronizes perfectly within the complete operation of the schools program. New adjustments and additions must be made, but generally speaking many of the pre-war existing functions are, of a necessity, essential for the successful operation of this new program—a program under war conditions. It was this thought in mind that attention was directed to one of the usual functions of the school—that of guidance—to enable it to contribute even more under these critical times. This outline is a result of an assignment to plan an adequate guidance program for a junior high school. Since it was the author's firm belief that guidance is the life blood of the junior high school he felt that a proper program should touch all phases of pupil adjustment and at the same time give attention to unusual conditions arising out of unusual circumstances with which the youth are today confronted. Rough drafts of the outline were revised as a result of various conferences with the principal and teachers of the Edwin H. Vare Junior High School of Philadelphia. The final outline, which follows, was later discussed and approved in a later faculty meeting.

THE PROBLEM

To organize a more adequate guidance program for a junior high school, around existing facilities, information, tests, and courses is a real problem. This of a necessity requires one to view the school as a whole, rather than consider the various phases of school life which are too self-centered. Therefore, believing that the entire school should act as an entirety upon each individual, the following is submitted as a means for securing increased service to the pupil.

SUGGESTIONS FOR A SELF-REALIZATION PROGRAM IN A JUNIOR HIGH SCHOOL

Aim

To fulfill the function of the junior high school in endeavoring to produce the most efficient personal, social, and economic adjustment of an individual giving a maximum of lifetime satisfaction.

Assumption

1. That the school exists for the pupil.
2. That the pupil has developed to that place where for him he can receive the greatest benefit from junior high-school experiences.
3. For every pupil an education, which, through the discovery and development of his individual abilities, prepares him for life.

4. That all the forces of the school should be brought to bear in a unified and consistent way upon the problems of each pupil.

Adjustment Areas

Human relationships, social.

The educated member of a family.

The educated member of a community and the like.

Aim

A conscious program which will develop poise, self-reliance, assurance, and lack of self-consciousness in new social situations.

Assumption

Adjustment requires recognition of

1. Individual rights to satisfy normal desires.
2. Social group rights and group responsibilities—Conformity to *mores*.
3. Individual responsibilities—Ability to know when group rights supercede individual rights.
4. An individual's welfare is dependent in part upon the welfare of others.

Means of Attainment

1. Orientation—To assist each pupil in becoming a part of the school:
 - a. School handbook—To contain all essential information about the school, floor plans, teachers, leaders, regulations, songs, cheers, student association—all that is the essence of school life
 - b. School publications—More news about the school and the people who make up the school
 - c. School news board—Photos and news events about teachers, student leaders, classes, current school events, and the like
 - d. Greetings of new pupils by the student association officers who will act as guides and sources of information for new pupils
 - e. Big Brothers and Sisters—One to each new pupil for one year
2. Advisers (home-room teacher) one year or longer, changed by:
 - a. Teacher request
 - b. Pupil request
 - c. Class request (expelling by class vote).
3. Each class to be regarded as a social group.
4. Clubs—Some means must be provided for greater opportunity for social intermingling and free choice.

5. Assembly programs—Pupil participation, community leaders, similar types.
6. Community organizations—Scouts, churches, clubs, and other organizations.
7. Study of forms of behavior—To attain poise, self-assurance, and become a socially acceptable member of a group.
8. Family relationships.
9. Community expectations—What the community expects of the coming (younger) generation.
10. Parental expectations—A parent from another locality.
11. Lunchrooms.
12. School projects.
13. A united campaign—A student-managed affair. Allotments to various organizations made by student vote.

Educational

Aim

To develop an educated person.

Assumption

1. Equality of opportunity.
2. An individual's placement within any group becomes his own responsibility if it is based upon his abilities, achievements, and social development.
3. Nothing is vital which is beyond the mastery of the individual for whom the course is planned.
4. That which is pedagogically vital must be made administratively possible.

Means for Attainment

1. Achievement placement—In classes and courses (all types must be considered).
2. Individualized instruction.
3. Know the needs and aims of each individual.
4. Personal book—Have the pupils keep a book recording their experiences, ambitions, abilities, successes, failures, and the like.
5. Differentiation based upon present capacity for education.
6. Development of honest effort based upon *pride of accomplishment*.
7. Visual Education—A supplementary program of all types of educational films during lunch, study, or free periods.
8. Field trips—All types, not just museum trips.
9. Health—Projects and education.
10. Honor Society—To act as coaches.
11. Recreational activities.

*Civic Responsibilities**Aim*

The development of the educated citizen who will assume his citizenship duties and responsibilities in an active intelligent manner.

Assumption

1. Education for effective citizenship in a democracy is the first goal of public education in the United States.
2. That the ideals of a democracy can be indoctrinated.
3. That a school can be a truly democratic community in every phase of its life.

Means for Attainment

1. Home-room citizenship.
2. Classroom citizenship.
3. School citizenship.
4. Citizenship awards—Based upon measurable attainable goals properly recorded.
5. Publicity of good citizenship—School publications, bulletin boards; examples of citizenship as shown by people of any group.
6. Big Brothers and Sisters—To help first year pupils.
7. School aides—Even problem individuals will improve because of a desire to assume responsibility, if they are promised an aide's job.
8. Scouts and similar organizations.
9. Citizenship—As exemplified by civilian defense groups.
10. Community campaigns—Red Cross and others.
11. Family democracy.
12. Clubs.
13. Teacher-child relationships.
14. Teacher-teacher relationships.
15. Teacher-principal relationships.

*Economic Efficiency**Aim*

To develop a realization that maximum economic efficiency, which to a large degree influences an individual's well-being and life satisfaction, involves the individual as; producer, consumer, citizen.

Assumption

1. That intelligent selection, preparation for, securing and progressing within an occupation influences one's income.
2. Intelligent expenditure of one's income will often result in the enjoyment of a higher standard of living for a larger percentage of the people than is possible to achieve by striving toward a greater annual income.
3. Individual satisfaction is achieved from economic independence and proper protection of dependents.

4. Intelligent economic citizenship will result in more efficient democratic government at a lower cost to the citizen resulting in responsible free citizenry.

Means for Attainment

1. Personal book—abilities, interests, aims.
2. Occupational information:
 - a. In all classes—As related to subject topics as reading social studies
 - b. Books—Library, homeroom, English
 - c. Movies and other visual aids
 - d. First hand investigation
 - e. Representatives speaking about their occupations.
3. Exploration courses—Not for credit (individuals who try but lack ability can fail course and do not have to repeat). Teachers indicate on history card that in this field they have little chance for success.
4. Clubs.
5. Testing programs.
6. Assembly programs—Speakers.
7. Parental meetings—To explain the various educational opportunities before pupils select courses and curriculums.
8. Delay occupational curriculum course selection.
9. Consumer courses and clubs increasing income by receiving greater merchandise value for dollar of expenditure.
10. Budgets—Proper ratio of expenditures—personal, school, family—in Mathematics club, and other clubs.
11. Pupil handling of school moneys:
 - a. How to raise funds
 - b. Ways and means and expenses
 - c. Expenditures of funds raised.
12. Study of public expenditures—As per the average taxpayer.

LITTLE USED SOURCES OF INFORMATION ABOUT PUPILS

1. Past records
2. Tests
3. Teacher observation, conferences
4. Home and school
5. Clubs
6. Parents
7. Organizations such as scouts, and churches
8. Book withdrawals from library
9. Pupils' personal books
10. Medical (Doctor and nurse should notify advisor as well as parents of any irregularities noticed)
11. Names of three best friends

Selective Factors for Membership in the National Honor Society

W. L. VAN LOAN AND LOUISE NIMMO

Theodore Roosevelt Junior High School, Eugene, Oregon

Scholastic achievement in the junior high school seems to call for more specific recognition than the traditional honor roll printed at the close of each report period. Pupils who have talent in music, athletics, drama, and other special fields belong to organizations and receive awards and public approval while pupils who excel in scholarship are not members of any common-interest group and often receive little or no recognition for their special ability. Discussion and deliberation on this problem at the Theodore Roosevelt Junior High School resulted in an application for a charter in the National Junior Honor Society during the year of 1933-34. The following table tells the story of the total number of boys and girls who have been initiated during the life of the organization in the school.

Table I

Year	Boys	Girls	Totals
1934	13	23	36
1935	4	14	18
1936	4	3	7
1937	10	13	23
1938	7	11	18
1939	2	9	11
1940	5	10	15
1941	9	14	23
1942	15	17	31
	69	114	182
Per cent	38	62	100

The school enrollment has quite consistently remained at about 350 pupils with boys and girls each comprising half of the figure. The evidence, therefore, seems to point toward the fact that the faculty was very strict in its interpretation of the suggestion of the national organization that only the upper ten per cent in character, service, leadership, and scholarship be admitted to the local chapter.

The second important and too prominent fact is that the faculty was undoubtedly partial to the girls of the student body since sixty-two per cent of the total number were girls. All studies which have been made of the relative intelligence and achievement of the boys and girls in our school indicate that there is no significant superiority of one group over the other in either of the two factors. This same situation seems to exist in other schools as is evidenced by Swenson in an article in the *Clearing House*.¹ Just what a faculty should do about this problem is something which must be considered very carefully.

¹Swenson, Clifford C. "Packing the Honor Society" *Clearing House* May, 1942. pp. 521-24.

Swenson implies that perhaps boys are too individualistic, inclined to be non-conformists, fail to express themselves as well verbally, and that they do not utilize their personalities and personal-appearance possibilities as they should. Perhaps if the faculty were willing to take any boy or girl who was in the upper twenty-five per cent of the class in scholarship but not to elect more than fifteen per cent of the total group there would be more of an equal distribution of membership between the boys and the girls.

The general conservative attitude on the part of the faculty can be attributed, in part, to the feeling that they do not want to elect a pupil to the Junior Honor Society who would not be a good prospect for the Senior Honor Society. The task of predicting what the junior high pupil will do in senior high school is quite difficult and such predictions are not going to be too reliable under any circumstances. The figures given below show that the faculty does well at selecting pupils because better than eighty per cent of the junior high-school members become members of the senior high-school society.

Table II

	Boys	Girls	Totals
Number elected to Senior Honor Society	24	44	68
Number who moved out of town	6	17	23
Number not elected to Senior Honor Society	6	14	20
Total boys and girls elected to the Junior Honor Society between 1934-39	36	75	111



Pupils of the Orlando, Florida, High School are enthusiastic about the work of their National Junior Honor Society Chapter.

Table II gives only the figures on the first six years of elections because the classes for 1940 and since still have a chance to be elected. It is seen from the figures given that of the group of thirty boys who attended high school in Eugene only one out of five failed to be elected. Undoubtedly some of the six who moved away were elected so the percentage of those elected to the Senior Honor Society may exceed the eighty per cent indicated.

Out of the group of fifty-eight girls who attended a Eugene high school only seventy-six per cent were elected. This figure would undoubtedly be raised if we knew how many of those who moved away were elected during their years in other schools. The important fact to be noted, however, is that out of the group of eighty-eight boys and girls who attended a Eugene high school sixty-eight, or seventy-seven per cent, were elected to the Senior Honor Society. If we added to that an estimated eighty per cent of the group which moved away the total percentage will be high enough so that we can safely say that four out of five are elected to the Senior Honor Society.

Members of the Junior Honor Society have been encouraged to select their own projects and to ask for faculty assistance when they felt it was needed. They have been apt at selecting service tasks in the school and have in every instance done a very excellent job of completing their undertakings. Most of the work which they have done, under the guidance of their advisor, has been connected with service to the librarian, the office secretary, and classroom teachers. One very helpful service which they have rendered to the faculty has been that of providing each teacher with a list of their members who are willing to help tutor any pupil who is having difficulty with a subject. Teachers in turn have found such assistance to be very helpful in the case of the pupil who has been absent from class and who needs some careful attention in order to cover work missed.

One task which the Junior Honor Society has assumed is that of writing and keeping up to date the student-body handbook. The members of the group are usually quite good at writing up the school traditions and important features which need to be known by the newly enrolled pupil. The process of orienting the new pupil is simplified by the use of the handbook interpreted by a member of the Junior Honor Society who acts as a guide. New pupils at the time of registration are assigned, whenever possible, to a big brother or sister who is a member of the honor society, which insures that the new enrollee will get a good start in the school.

At the present time there is every reason to feel that the members of the Junior Honor Society are really outstanding leaders in the school and that they live up to the ideals of the national organization. There is no doubt that projects which they undertake and complete during each school year are of real value and assistance to the general student body and faculty and that as a result the chapter will continue to live and thrive in the school.

The Quality of Work Done in Secondary Schools

GEORGE E. CARROTHERS

University of Michigan, Ann Arbor, Michigan

The quality of work done in secondary schools is probably better in some respects than it has been at any previous time. That it is not, however, meeting fully the expectations of many groups of adults is clearly evident from the number of criticisms one hears almost daily (1) from employers who claim that secondary-school graduates can neither read nor write acceptably nor can they perform with accuracy even simple arithmetical computations, (2) from college professors who insist that freshmen of today are not able to handle as difficult courses as freshmen of a generation ago, and (3) from parents who complain of numerous ways in which schools fall short of what ought to be expected of them. Some of the criticisms can be discounted, yet enough of them are founded on fact, to warrant and to suggest careful study on the part of persons interested in secondary education.

INCREASED TEACHING LOAD

In the first place, society is expecting far more of teachers today than ever before. Much of the general education of children and youths was formerly cared for by the home, the church, and the community. Today this is changed. Clothing is made in factories, bread is baked at the bakery, other foods come in cans already cooked, the chores which formerly occupied the time and attention of boys have largely disappeared, and with these under normal conditions, the opportunity for work experience. Schools are now expected to teach not only the formal school subjects but also to act as parents, ministers, personal adviser, and community leader. Enrollments have increased several hundred per cent in the past generation, classes have become crowded, extracurriculum activities have been added to the regular teaching load, and other duties are expected. The job of teaching today is much more arduous than during any previous time. Naturally, all of this work cannot be performed on the same high level which was attained when a teacher was responsible only for the academic performance of the boys and girls in his classes. Formerly also a high degree of selection was practiced in secondary education, pupils were eliminated who did not do good work and those who remained did work of a highly acceptable quality.

After all allowances have been made, it is clear that teachers are not securing from large numbers of pupils that quality of work which they have a right to expect. Pupils are not developing the habits, skills, and attitudes of which they are capable, so that later they are greatly handicapped when called on to meet life situations. One dare not do less than his best today or he is weakened for tomorrow. Pupils, permitted to do less than their best day after day, find themselves handicapped at the end of their four years of high school.

It may be that no one in particular is to blame; yet the unfavorable situation exists, and some very fine boys and girls are being shortchanged. Some day they will become cognizant of their educational loss and will severely condemn their teachers unless we who can do something about it, bestir ourselves at once. We are their teachers, and the teachers of their teachers. These pupils have a right to expect us to hold them to good performance.

SIX PHASES OF THE PROBLEM NEED CONSIDERATION

Several phases of this question have been examined, and are hereafter explained in some detail. In this examination it must be understood that not all of the fault lies with secondary-school teachers. Parents, the public in general, faculties of liberal arts colleges, and other teacher-training institutions, as well as easy-going administrators, must accept their fair share of the responsibility for the poor quality of work which is accomplished. Six phases of the problem need serious, sympathetic consideration: (1) the Santa Claus notion among adults which is now settling down upon teen-age youth, (2) the recommending to teacher-training institutions of "good" pupils who would not be recommended to colleges of engineering or to liberal arts colleges, (3) the less exacting quality of college work sometimes expected of students who are planning to become teachers, (4) the overemphasis during the past decade or two on teaching instead of pupil learning, (5) the "constant tutorial presence of the teacher" idea, and (6) the "letdown" in the senior year of the secondary school. Each of these will be treated briefly.

1. *The Santa Claus Notion*

Time was when pupils gladly assisted teachers in doing many of the extra duties in the laboratories, libraries, gymnasiums, and other teaching rooms. That has largely disappeared during the depression and government funds to pay for these extra activities. Many a laboratory table or room is now being left in an untidy, sloppy condition by pupils who know that someone will clean up after them. This has led to the feeling that teachers ought to help the pupils more with their lessons, that equipment ought to be arranged by the teacher, that carefully prepared, so-called workbooks should be furnished, with only a small space here and there to be filled in by a word or two, and that the teacher or older pupils ought to furnish the word if the pupil doesn't guess it at once. It is feared that many a fine, capable boy or girl is missing the development of that innate self-reliance and self-respect which long has been considered a prized possession of American youth, and that teachers, patrons, and public will have to join in a concerted effort if uniform superior work is again to be the order of the day in the secondary school.

2. *Ability of Students in Normal Schools*

The second problem is of equal importance. Studies made during the past decade or two show rather clearly that students entering normal schools,

teachers colleges, and other teacher-training institutions have not ranked as high on intelligence tests as freshman students entering liberal arts colleges. This fact has been known to principals of secondary schools, and they have made use of it when recommending students to college. It is likewise known that in many teacher-training institutions curriculums have been, and have had to be, attenuated. Also, in some liberal arts colleges a less exacting program of work is expected of those students who indicate a desire to teach, somewhat after the manner of favoring persons preparing to do missionary work.

Other reasons might be mentioned, but whatever the influences which have brought about this not-to-be desired situation, it is with us. College-admission officers know that some school administrators refuse rather definitely to recommend secondary-school graduates to liberal arts and engineering colleges although they will recommend them to teachers colleges. As a result, four years later, the average ability of prospective teachers is not as high as it should be. In turn, teaching is now well done, the pupils suffer, and a vicious circle is established.

3. *Quality of Work Expected of Prospective Teachers*

The third problem is concerned with the field of teacher training, which has developed so rapidly during the past generation that it has been practically impossible to organize all of the varied education courses offered on a carefully planned, progressively more difficult basis. As a result there has been much overlapping of subject matter, great difficulty in holding students to first-class performance, and rather inexpert and inefficient examining and evaluating of work accomplished. This in turn has resulted in many instances in the awarding of high marks to teachers and prospective teachers for average or even inferior work. This has carried over to the secondary school and resulted in a continuous moving along of pupils from grade to grade or course to course whether they come through with efficient performance or not.

Pupils and teachers alike seem surprised when one of the popular high-school graduates is informed by his first "boss" that he cannot write even a fair business letter, that his penmanship is almost illegible, that he misspells even simple words, and that many of his arithmetical calculations are incorrect. Surprise also comes when these pampered pupils attempt to do work in a first-class college. And still greater surprise ought to be manifest when these "poor" students seek to enter teacher-training institutions.

To hold pupils to first-class performance is, of course, more difficult than to write these words. Also, it is realized that thousands of secondary-school graduates are so well trained that they experience but little difficulty in adjusting themselves to positions in business and industry or to college life; yet it is also clearly known that there are other thousands of youth in both

the secondary schools and normal schools who are being permitted to obtain an altogether false notion as to their abilities and accomplishments.

4. *Emphasis on Teaching Instead of Learning*

The fourth problem, overemphasis on teaching, is in part also a result of unusual attention given to the education or professional training of teachers. There is probably no question in the mind of any widely educated person concerning the necessity for better-trained professional workers in a modern civilized society. Training for law, medicine, the ministry, teaching, and for every other vocation entitled to be called a profession, has been greatly increased during the past generation, and the most rapid increase has probably been in teaching. Teachers are cognizant of the difficulties of their task. Teaching techniques are being studied. Better teaching is being demanded by administrators. But the emphasis is too great on *teaching*. Greater emphasis ought to be placed on *pupil learning*.

Far-seeing, intelligent, right-minded parents who understand the laws of human growth and development are able unobtrusively to plan programs for their children, to give them certain tasks to perform, together with a minimum of suggestion for their performance, and then to get out of their way. In the doing of the tasks by themselves, children grow. Properly educated teachers also work intelligently with pupils in the planning of educational programs and in the assignment of topics or lessons for study. Teaching acts are reduced to a minimum and learning is magnified. The teacher studies ways and means to become more skillful at suggesting problems and arranging stimulating, interesting situations, more expert in collecting materials and useful equipment, and more adept at proposing questions which may lead to right solutions without directly divulging the answers.

In recent years we have so emphasized and talked about teaching that many of the teachers who have large accumulations of semester hours in summer school and other professional education courses have become overly *teaching* conscious. They feel that they must supervise and talk to the pupils all the time. It convinces pupils that the teacher is greatly interested in them, and it makes a good impression if the superintendent or a patron happens to come to the class. On the other hand, larger quantities and better quality of pupil learning may take place if a teacher can at times content himself with becoming a good stage-setter, if he can withdraw from the center of the picture and permit pupils to solve their own problems. In many schools today there is great need for a shift of emphasis from the much-talking, teacher-dominated class recitation to a teacher-planned, pupil-executed, *learning* situation.

5. *Constant Tutorial Presence of the Teacher*

Secondary schools in this country are in need of a new conception of the process of intellectual growth, or possibly a return to the good old laws of learning formerly observed in practice before educational psychology had

been "studied" so intensively, and prior to the advent of the ultramodern progressives in education. Fifteen years ago H. C. Morrison stated that the secondary school is the region in which the pupil is capable of study but is incapable of systematic intellectual growth except under the constant tutorial presence of the teacher.¹

It now appears that many secondary-school teachers have been taking Professor Morrison literally and seriously. Carried to the extreme in many secondary schools, this idea of "constant tutorial presence" is resulting in retarded development of initiative and stunted growth of independent self-help on the part of pupils. In fact, so helpless, incompetent, and lacking in initiative and ingenuity are many of the otherwise potentially capable boys and girls in secondary schools that they are developing confirmed habits of running to the teacher, to the principal, to older pupils, or to almost anyone else available the moment a slight difficulty confronts them instead of shutting out the outside disturbances, buckling their belts a hole tighter, scratching their own heads, and trying individually to work out the answers for themselves.

The permitting of pupils to take five or six subjects in the secondary school, noted in different places in a recently issued report,² reveals another phase of this situation, one which renders practically impossible the doing of first-class work by either pupils or their teachers. This practice definitely increases the burden placed on teachers and seriously interferes with good learning. Instead of registering pupils in four subjects and then expecting them to use the free periods for individual, independent work, the tendency seems to be to permit pupils to enroll in enough subjects and courses so they will be in continuous recitation and under direct teacher supervision throughout the day. This adds greatly to the teacher load and suggests the idea that the teacher is to do much of the work for the pupil. On one transcript recently sent from a secondary school to the admissions officer in a college, it was noted that the incoming freshman had taken seven subjects the last year in secondary school, one in each sixty-minute period during a six-period day, and still another from a tutor outside school hours. This young man had had so much done for him in the secondary school, and so seldom had been permitted to run on his own power that it is small wonder he had great difficulty as a college freshman. In college he was not able to ask for help in every little difficulty or to seek favors from those who knew him; he was but one among many, and all strangers "on their own." Before the first semester ended he found the college world a "cold world," he withdrew and went back to his home town.

¹Morrison, Henry C. *The Practice of Teaching in the Secondary School*, Chicago: The University of Chicago Press, 1926. p. 7.

²Carrothers, George E. *Annual Report of the Bureau of Co-operation with Educational Institutions*, University of Michigan, 1940.

6. *The "Let-down" in the Senior Year*

The senior year in many a secondary school is a particularly critical period for both pupils and teachers. Prescribed college entrance units in most instances have been reduced to ten, and these have often been completed in the first three years of the secondary school. The senior class is composed of older pupils who frequently assume that they should be assigned less exacting tasks. The senior play, class night, skip day, class annual, senior dances and parties, and many other extra activities crowd for time and attention, and not infrequently puppy-love affairs develop which upset the equilibrium of not only two, but sometimes several individuals. From one-half to nine-tenths of the seniors are not planning to go to college, and even those who are contemplating further education feel secure in the knowledge that college entrance requirements have been met and that college is still a year away. Many new interests call these older boys and girls to additional activities in the home and community, and yet there is only so much energy available and only twenty-four hours in the day. Teachers have become quite well acquainted with the pupils during the secondary-school years, and they are anxious to stand well with them as departing seniors, now young men and women; hence easing up on some of the requirements. Commencement arrives and seemingly all are happy.

The day of reckoning comes when even simple educational tests on penmanship, spelling, English, and arithmetic are administered by business firms to prospective employees, and more definitely later when the "has-been" senior attempts to do consistently good work for his employer or is in the Army, Navy, or Marines. The secondary-school graduate as a freshman in college frequently finds difficulty in doing acceptable work in English, science, mathematics, and other rather simple subjects. When he awakens to the actual situation, he begins almost immediately to blame the secondary school for not holding him to first-class work and good study habits during his senior year. If secondary-school teachers could listen in on some of the unorganized evening sessions in the freshman dormitory about mid-semester, they would be much better able to hold oncoming seniors to good consistent performance.

Another, and perhaps a more serious phase of this senior-year let-down is occasioned by the attempt, particularly in the smaller community, to graduate every pupil who has remained in school throughout the four years. People in the United States have long been committed to the idea that every youth who desires an education is entitled to it. Enrollments in secondary schools in this country have reached nearly seven millions. Accompanying this idea of education for all youth, there seems to be emerging the idea that everyone who desires it is entitled to a secondary-school diploma. Pupils who have given a major portion of their interest and attention to

athletics, to band and orchestra, to shop and other activities as well as those who have not done much of anything except attend school, often find themselves continuing with the seniors in their numerous class activities even though they have accumulated only eight to ten units of credit during the previous three years in school. But they want to be graduated. The desire for the diploma seems to increase with its nearness in time and distance in achievement.

The pupil who is short in required units sees the superintendent and requests permission to take five, six, or seven and occasionally eight subjects during the last year, in order that he may be graduated with his class. The administrator knows what the answer should be but he yields, and grants the boy, or girl, permission to try the extra subjects. The theory seems to be that the pupil having been unable to carry successfully more than two or three subjects during each of the first years of high school has laid a foundation which will enable him to carry successfully twice the amount.

Teachers are "on the spot." They do not want to cause trouble, so they arrange their work to meet the level of ability of the weaker pupils. Another senior let-down comes, and all pupils are the losers. The situation is disastrous to the welfare of both "good" and "poor" pupils. Nor is the writer making any boastful comments as to what he would do if he were one of the teachers trying at the last moment to secure a diploma for a pupil who has not earned it. The writer cannot soon forget a long delayed commencement program one evening in a certain Ohio town a few years ago. Finally, on investigation, it was learned that the secretary of the board of education was having a "conference" with a teacher who had given his son a failing mark in some make-up work. The end of the conference came and the commencement exercises started when the secretary told the teacher that he would be "fired" immediately if the boy was not graduated.

The secondary school of today is definitely making an attempt to meet the educational needs of all boys and girls between the ages of fourteen and eighteen or nineteen. No other country has witnessed the expansion of educational facilities and the rapid increase in secondary-school enrollments which this country has experienced. But in the hurried attempt to plan curriculums suitable for all, to train teachers rapidly enough to "man the guns" at all points, these schools seemingly have tried to "be all things to all men," with the result that large numbers of capable pupils have not been held to that kind and quality of performance which would mean educational development for them. These capable pupils have been permitted to fall into slovenly, careless, indolent ways which, developed into habits, have later proved to be serious handicaps when life situations have had to be faced. The solution of the problem will come when teachers and administrators plan programs suited to the abilities of different groups.

Guidance Workshop Institutes in Connecticut

ROBERT H. MATHEWSON

*Senior Supervisor, Bureau of Youth Services, State Department of Education,
Hartford, Connecticut*

Guidance programs in Connecticut have been substantially furthered and extended during the past school year by means of regional workshop institutes in which principals, counsellors, and teachers have worked co-operatively together on guidance problems in their schools. The institutes were organized by the State Department of Education. Although the primary aim of the workshop sessions has been the furtherance and extension of guidance programs in local schools, school workers themselves have obtained invaluable in-service training in the process of studying and discussing their own problems under expert leadership, thus aiding the guidance in-service training program of the state.

Carefully conducted appraisals of opinion among members of the sessions, made anonymously, have revealed beyond doubt the value to members and to their schools of the institutes. Success of the first regional institute created a demand for others in different parts of the state. Two were held in 1941-42 and another will be attempted this school year. An important factor in the achievement has been the fine free co-operation of guidance technicians and principals. Distinguishing features of the Connecticut workshop institutes in guidance have been:

1. The chief objective of each institute has been the improvement and extension of local guidance programs. In-service training has been considered incidental. There have been no fees.
2. Centrally located urban centers have been selected for meetings to which school personnel could come from the surrounding area. In one institute, meetings were held in several different communities. From now on, rationing will compel a reduction of the size of areas so that distances may be covered by public service conveyance.
3. Prior to each institute a foundation was laid by means of personal visits by a state department representative to each superintendent and principal in the area. An advisory committee of superintendents, principals, and guidance directors was formed in each area.
4. Superintendents and principals in the selected area were asked to nominate, for attendance at the institute, staff workers especially interested and having responsibilities in local guidance programs.
5. School personnel selected to attend the workshops were asked to designate problems in guidance and pupil personnel work which they felt were most important in connection with their own schools. These constituted the subject matter of the conference.

6. Sessions were limited in number from six to ten. Workshop sessions were held at intervals of three weeks.
7. Introductory sessions (one to five in number) were devoted to "orientation" of members by means of lectures given by selected experts on generalized topics, such as "Effective Guidance Practices in High Schools," "The Organization of Guidance in High Schools." One orientation session was devoted to a symposium of eight guidance directors from various types of schools who described the main features of their programs. Orientation sessions were weekly intervals.
8. Following the preliminary "orientation" sessions, from four to six "workshops" sessions were held in which members formed into as many separate groups as there were main problems to be studied and discussed. For example, one workshop conference had these groups:
 - a. Developing a follow-up program
 - b. Formulating an occupational information program for grades seven through twelve
 - c. Improving guidance programs in junior high schools
 - d. Extending pupil personnel work in elementary schools through utilization of community resources
 - e. Guidance programs for small high schools
9. Each individual workshop unit was led by a qualified guidance technician carefully selected from the ranks of full-time guidance directors and counsellors in the state as being specially fitted through training or experience for the particular problem chosen by this group. Guidance technicians willingly donated their services; small fees were paid to cover expenses.
10. Principals as well as deans, guidance counsellors, and teachers attended workshops and studied together common problems of guidance. Each group was expected to aim toward the making of a final report of its activities.
11. Following the "orientation" phase of the program and the "workshop" phase, each individual member was given an "appraisal form" with the following request: "Please record your opinions frankly. This is for the purpose of evaluating the first four sessions of the conference and of getting suggestions for other similar conferences in other parts of the state. Do *not* sign your name. Kindly fill out and return in the enclosed envelope." Returns were not sent to the state department of education but to a member of the group. Only summarized returns were seen by the department. Members were thus encouraged to be frank.

As a reference memorandum for the use of each member throughout the institute, a brief mimeographed brochure was issued entitled: *Some Phases of Pupil Personnel Work, Grades Seven to Twelve*. Accompanying the brochure

was a supplementary check-list of effective practices for appraising a pupils personnel program. This served as a means for each school to evaluate its own program if desired.

Also issued at each institute was a form on which individual members designated topics and problems of greatest interest to them for inclusion in the workshop program. A leaflet on *Suggestions for Group Procedures in Workshop Program* contained hints on methods for getting the most out of group sessions, including a list of ten procedures for conducting group programs. Another feature common to each session was the display of a wide variety of reference books and informational materials brought from the state department of education, supplemented in several cases by exhibits prepared by local schools.

APPRAISING OUTCOMES

Two instruments were used to appraise outcomes of the sessions—one for the orientation, the other for workshop sessions. Both were check-lists, with spaces to write in chief points of criticism as well as favorable comments. Suggestions for improving the conferences were requested.

As previously stated, these appraisal check-lists were filled out anonymously and sent to a selected member who summarized the data for forwarding to the conference leader in the state department of education. Appraisal of the first workshop conference resulted in a gold mine of comments and suggestions for future conferences. Among these were:

1. Definite time allotment at each session for dealing before the whole group with individual problems advanced in writing by conference members
2. Dividing sessions into elementary and advanced groups
3. Concentrating intensively on the study of a few specific guidance groups
4. Bringing in former secondary-school pupils to report their experiences in making vocational and other adjustments
5. Distributing concrete mimeographed suggestions at each meeting
6. Allowing more time for individual exchange of ideas among members

In appraising the values of the sessions, 95 per cent of responding members recorded their opinion that the orientation sessions were valuable and worth while; 95 per cent that the orientation sessions stimulated members to add to professional knowledge; 90 per cent that the exhibits resulted in procuring and studying new materials; and 71 per cent that the orientation sessions definitely will assist in extending or improving guidance programs. In appraising lecture sessions, 24 per cent of the total number of checks designated the sessions as "Excellent," 48 per cent as "Good," 26 per cent as "Fair" and 2 per cent as "Poor."

Colorado Interscholastic Association

A. A. BROWN

President, Colorado Interscholastic Association, Fort Morgan, Colorado

One of the worth-while things that has grown out of the Discussion Group Project, sponsored by the National Association of Secondary-School Principals has been the organization of the Colorado Interscholastic Association. For years the Secondary Schools of Colorado, as in other states, were confronted by the problem of an increasing demand for interscholastic contests and conferences. Following discussions of this problem in district and state meetings of secondary-school executives, a survey was made in 1937 to determine the extent to which pupils and teachers were participating in these numerous activities. This survey was in the form of a questionnaire and the information secured proved to be very enlightening.

THE PRINCIPALS ACT

The Colorado Association of Secondary-School Principals was asked to study the problem. Committees were appointed, and a further study was made of what fifteen other states were doing to control extracurriculum activities in the secondary schools. The committee drew up a possible plan of organization for the state of Colorado. The chairman of the committee was Mr. C. E. Cushing who was then principal of Englewood High School and who is now on the faculty of the University of Denver. After a plan of organization was thoroughly discussed in the Discussion Groups, the school executives in the fall of 1940 at the Colorado Education Association sectional meetings voted in favor of organizing a co-ordinating agency for the control of interscholastic activities. A large majority of the executives in the state favored the plan of including athletics in the new organization. However, it was thought best to leave the control of athletics under the existing Colorado High-School Athletic Conference, which was organized in 1921 and has been functioning in a satisfactory manner since that time. According to the constitution, which was adopted March 15, 1941, the purpose of the Colorado Interscholastic Association is to "supervise all the interscholastic activities in which its member schools may engage, except those supervised by the Colorado High-School Athletic Conference; and perform such other educational functions as may from time to time be approved and adopted by the membership.

"In the performance of these functions it shall be the aim of the Association to stress the cultural values, the appreciations, and skills involved in all interscholastic activities and to promote co-operation and friendship; to limit interscholastic programs as to both character and quantity to such activities and events as may reasonably be looked upon as promoting the generally accepted objectives of secondary education and as shall not unduly interfere

with nor abridge the program of the school nor obstruct teachers and pupils in the performance of their regular day to day school duties.

"Economy in the school time of the pupil and teacher personnel for interscholastic activity purposes shall be encouraged by the board of directors.

"Economy in expenses of interscholastic activities with a minimum of long trips for large groups shall be encouraged by the board of directors.

"Proper evaluation of teaching time devoted to activity supervision by teachers in terms of the total daily teaching load shall be encouraged by the board of directors.

"Proper evaluation of the pupil load in activities in terms of the total scholastic pupil load shall be encouraged by the board of directors."

The state has been divided into ten districts, each district entitled to at least one co-ordinating commissioner. The Board of Control composed of a president, vice-president, and a director from each of the three sections of the state appointed Mr. Paul J. Terry of Denver, Colorado, to act as executive secretary-treasurer for the organization. Membership, which was open to any secondary school in Colorado supported by public taxation and accredited by the University of Colorado or the North Central Association was on a strictly voluntary basis. An initiation fee of \$2.00 per school was assessed and annual dues of \$2.00 per school with an enrollment of 100 pupils or less, or \$3.00 per school with an enrollment over 100 pupils were set.

TWO MOTIONS PASSED

At the annual meeting of the Colorado Association of Secondary-School Principals in 1941, two motions of significance were passed. The first one was in the form of an amendment to change the name of the Colorado Association of Secondary-School Principals to the Colorado Association of Secondary-School Administrators. Many of the smaller secondary schools in Colorado are administered by superintendents. Since there is no state-wide organization of superintendents, it was thought advisable to change the name of the Colorado Association of Secondary-School Principals to include all the executive officers. The second motion was in the form of a resolution, which was adopted as follows:

"Whereas there is a well recognized need for a wise co-ordination of all interschool activities in the state, and

"Whereas the Colorado Interscholastic Association is organized to meet those needs, and

"Whereas there seems to be danger of a multiplication of organizations whose purposes are similar,

"Be it resolved that the Colorado Association of Secondary-School Administrators extend to the Colorado Interscholastic Association an invitation to become a commission of the Colorado Association of Secondary-School Administrators.

"Be it further resolved that the Colorado Interscholastic Association be authorized as a commission of the association to proceed with whatever measures it may deem essential for carrying out our common purposes."

The state committee of the North Central Association on August 15, 1941, voted to delegate to the Colorado Interscholastic Association the authority to administer the provisions of Criterion 10b, namely:

"A secondary school which is a member of the North Central Association of Colleges and Secondary Schools shall not participate in any district, state, interstate, or regional athletic, music, commercial, speech, or other contests approved by the state committee as constituting the highest authority for the regulation and control of such activities."

This delegation of authority includes girls' competitive interscholastic athletics, but it excluded boys' competitive interscholastic athletics. By common consent the regulation and control of boys' competitive interscholastic athletics shall remain with the state board of Athletic Control.

OBSTACLES OVERCOME

There have been several obstacles to overcome in the formation during this first year of the organization. In spite of the fact that membership in the Colorado Interscholastic Association has been voluntary, practically all the first-class districts in the state and many of the smaller schools have affiliated with the association.

Much of the success has been due to the splendid co-operation received from the state committee of the North Central Association and to the efficiency of the executive secretary-treasurer, Paul J. Terry. Mr. Terry devoted much time and energy in the performance of his duties in the interests of co-ordinating the activities of secondary schools.

Bulletins have been sent not only to member schools, but in many cases to all secondary schools in the state on the average of once a month. Up until April 1, 1942, eighty-five separate dates for interscholastic activities had been scheduled. Conflicts between organizations have been avoided, petty jealousies between groups have been ironed out, and several activities have been eliminated or curtailed. Some of the most active committees have been the music committee, the College-High School Relations committee, Essay Contests committee, and the Vocational committee. Publicity aside from the bulletins issued by the executive secretary-treasurer has been carried in the *Colorado School Journal*, the official monthly organ of the Colorado Education Association.

Plans for 1942-43 call for a closer association with the Colorado State Athletic League. Due to the war, with the adjustments that will need to be made in transportation, there is all the more need for a clearing house and a co-ordination of activities.

America's New Generation of Theatregoers

ERNEST BAVELY

Editor, The High School Theatopian, Cincinnati, Ohio

Like the Phoenix of old which, according to legend, burst into life from the remains of its parent bird, a new generation of theatregoers has sprung upon the American scene, the offspring of a generation which gave the legitimate theatre a blow from which it has never recovered. This new generation, vigorous, enthusiastic, and forward-looking, gives promise of restoring to the theatre that prestige which it enjoyed in the days of Dion Boucicault, Richard Mansfield, Edwin Forrest, Edwin Thomas Booth, and Joseph Jefferson. But more important, it is a generation which is destined to bring to our land a Golden Age of drama such as we have never witnessed before.

This youthful theatre audience, ranging in age from fourteen to eighteen years, numbers its members in the thousands. You find it in the nearly 30,000 public and private secondary schools of America, in the industrial cities and towns of New England, in the mining districts of Pennsylvania and West Virginia, in the cities of the Carolinas and Florida, on the plains of Ohio, Indiana, Illinois, and Iowa, in the Rocky Mountain states, on the Pacific Coast, and in the great areas of the South and Southwest. It is, in many respects, the product of fifteen or twenty years of hard labor on the part of certain far-sighted educators who see in the educational theatre new and more effective ways of educating our youth. While marching armies in many parts of the world are destroying the best of man's achievements in the arts, this crusade of boys and girls is earnestly preoccupied with the study of a comparatively new addition called "dramatics" to the curriculum. And what else could be as far removed from our worries of today as "dramatics?" Yet it is entirely within the realm of probability that these young people studying dramatics, in their own free and leisurely manner, are finding the answers to many problems which we older ones find so difficult to solve.

Of the 30,000 public and private secondary schools in the United States, it is estimated that approximately 10,000 of them have well-established dramatics organizations, with membership enrollments ranging anywhere from half a dozen to three and four hundred pupils. Many of these schools now offer full-credit courses in dramatics, while others include this activity as part of the regular courses in English and Speech. Many of these schools now have "teachers of dramatics," on the faculty. Here and there we find fully recognized "departments of dramatics," just as we have departments of history or departments of English. And in nearly all our secondary schools some form of dramatic entertainment is sponsored during the school year. No longer is heard the cry among certain school patrons and taxpayers that dramatics is just another "educational frill"; dramatics has earned the right to occupy a permanent place on the curriculum.

COURSES IN DRAMATICS BECOMING NUMEROUS

Wherever courses in dramatics have been established—in Los Angeles, St. Louis, Cleveland, Cincinnati, Philadelphia, New York City, and in hundreds of other cities and towns—pupils meet regularly each week just as they do for all other classes. In schools where there are no classes in dramatics, pupils meet weekly, bi-weekly, or monthly, during or after school hours, as members of the school dramatics club. These meetings are given to the study of acting and play production. Reading and reviewing plays, many of them just opening on Broadway, occupy much of the pupils' attention. Motion pictures and current radio programs come in for their share of attention, and it is not infrequent that these young critics make their views known to the local theatre managers and to the program director of the broadcasting station. Many of these activities are undertaken by the pupils themselves, although in most schools they are directed by a dramatics club sponsor.

The actual production of plays for public performance is, of course, one of the major activities of these groups, and it is here that we find the greatest interest among pupils, and the finest example of co-operative effort. Most plays for public performance are staged under the auspices of the school's dramatics club, while others are given by the junior and senior classes. However, the practice of having plays given by various classes is being discarded by the more advanced schools, with the dramatics department or the dramatics club assuming full responsibility for producing all school plays.

Many of the secondary school dramatics clubs have long and honorable records of achievement behind them. The Sages of the Hughes High School, Cincinnati, Ohio, have been active for the past twenty years. This group numbers among its productions such outstanding plays as *Cyrano de Bergerac*, *Disraeli*, *The Taming of the Shrew*, *Stage Door*, and *Death Takes a Holiday*. The Wig and Paint Club at the Champaign, Illinois, High School, produced *Dark Victory* last spring as its twenty-sixth annual presentation. The players of Glenville High School, Cleveland, Ohio, have been extremely active during the past twelve or fifteen years, with Maxwell Anderson's *Star Wagon* and Kaufman and Hart's *You Can't Take It With You* among their recent productions. The Struts and Frets Club at the Massillon, Ohio, High School, also active for a number of years, numbers among its productions during the last two seasons such outstanding hits as *Our Town*, *Boy Meets Girl*, *The Enemy*, and *Ladies in Retirement*. An enviable record is held by the Curtain and Mask Club of the Charleston, West Virginia, High School, which has been a consistent winner for the past eleven years of first-place honors in the West Virginia High School Drama Festival. Among its productions of the past few seasons are *Pride and Prejudice*, *Whiteoaks*, *Kempy*, and *Bachelor Born*. Perhaps the foremost secondary-school dramatics group in the country is that at the Webster Groves, Missouri, High School, which has as many as

five and six major plays a season, with some productions playing to capacity audiences for as many as five or six evenings. In Newport News, Virginia, Orlando, Florida, Berlin, New Hampshire, Hibbing, Minnesota, Coeur d'Alene, Idaho, Casper, Wyoming, Abilene, Texas, and Knoxville, Tennessee—the story is more or less the same. The professional theatre may be dying, but the educational theatre is very much alive.

WEEKLY BROADCASTS OFFER TRAINING

And it must not be assumed that these groups confine their activities to the production of full-length plays for public performance. The dramatics organization at The Dalles, Oregon, sponsors a weekly broadcast over the local station; the same is true of the dramatics group at Knoxville, Tennessee, Clarksburg, West Virginia, and Norfolk, Nebraska. A survey made among 280 secondary-schools this past summer revealed that seventy-two of them presented radio programs last season. The dramatics department at the Hazleton, Pennsylvania, Senior High School has established a special "bureau" for the sole purpose of providing entertainment for various civic and religious clubs in the community. Hundreds of secondary-school dramatics groups are called upon each season to entertain community clubs, and frequently are asked to get behind such projects as the Red Cross drive and the Community Chest campaign. Especially is this true in the smaller cities and towns where adult entertainment and speakers are not readily obtainable.

MANY PLAYS ARE PRODUCED

The same survey revealed that the 280 secondary schools investigated produced an average of 2.6 full length plays a year. Similar surveys conducted in other years showed an average of 2.5 major productions a school. These same schools also produced seventy-one operas, and 177 variety shows, revues, vaudevilles, pageants, and special programs. More than half of them participated in some kind of dramatic festival or contest during the year. The number of one-act plays staged before the student body and at various local groups ran considerably over a thousand.

There was a time when the public was justified in looking upon the work of these school groups as something quite amateurish. For one thing, it was taken for granted that the play was some cheap farce or comedy, poorly staged and acted. The secondary-school play was always the occasion for foolery and horse play. One can still find this sort of behavior in some rural areas, but on the whole the situation has changed materially during the past decade. In hundreds of communities the "secondary-school theatre" is an established and highly respected institution, enthusiastically supported by the school population, the board of education, and the townspeople. In many places the secondary-school play is the only "flesh and blood" entertainment available, and each production is looked forward to with eagerness.

In place of the cheap farces and comedies of a generation ago, the secondary-school play of today is frequently a Broadway stage hit of a season or two ago. Among the schools covered by the survey mentioned above, the popular Broadway hit, *What a Life*, led with a total of forty-one productions last season. Among the eighteen most popular plays staged by these same schools last year, *Growing Pains* had ten productions, *The Late Christopher Bean*, four; *Night of January 16*, six; *Smilin' Through*, five; *The Youngest*, five; *You Can't Take It With You*, ten and *Stage Door*, eleven. They playbill for the season also included productions of such well-known stage hits as *The American Way*, *The Admirable Crichton*, *The Bishop Misbehaves*, *Beggar on Horseback*, *The Bat*, *The Cradle Song*, *The Charm School*, *Ceiling Zero*, *Brief Music*, *Berkeley Square*, *Charley's Aunt*, *Death Takes a Holiday*, *Family Portrait*, *My Heart's in the Highlands*, and *Peter Pan*.

WHAT OF THE FUTURE

All the state and interstate festivals and contests are now being discouraged among secondary-school groups during these critical days. Plans for a second national secondary-school drama conference for teachers has been postponed indefinitely. It is felt that schools can now do their best work in dramatic productions which stress patriotism, morale, and defense. What can America expect from this new generation of theatre workers? for that is what our secondary-school pupils are essentially at present. Those who are close to



A scene from the play "Fun on a Budget," produced by the pupils of Muhlenberg Township High School of Laureldale, Pennsylvania.

this activity in our secondary schools see rich dividends, culturally, socially, and politically.

For one thing this new theatre audience is certain to give the American theatre a position of prominence it has never enjoyed previously. America will have a much better educated theatre audience than it has ever had before; it will be a critical audience fully cognizant of what is and what is not "good theatre." It will be an audience that knows what it wants; it will have no substitutes for genuine theatrical fare. Our playwrights will be called upon to write more and better plays. Plays must not only discuss contemporary problems; they must also offer solutions to those problems, a task which few if any of our present dramatists attempt at present. Actors, producers, and other stage artists will be called upon for performances of the very highest calibre. Hullabaloo and vociferous claims of the advance publicity agents will no longer find gullible listeners—only a theatre that is genuine and truly artistic will hold this new audience. And no less will be the influence of this audience upon our motion pictures and upon the radio, for in these fields there will be standards of excellence which will have to be scrupulously observed. There is ample evidence today that these young people are already bringing their influence to bear on the film industry. Motion picture appreciation is receiving attention in many secondary schools, and our boys and girls are more and more ignoring pictures which they consider unworthy.

Even more important to America than the development of an educated theatre audience, this new generation will provide a firm and lasting foundation for a national theatre, a theatre by the people, for the people. Contrary to the views held by some of our leaders who are attempting to establish a national theatre by building from the top down, such an institution in America will come only when the people are ready for it.

Socially, America is destined to reap a rich harvest from the efforts of this new theatre audience. For one thing, America will have one workable solution for the use of leisure time. Thousands of persons in cities, towns, and rural areas, will find the theatre pleasurable entertainment; entertainment within the reach of all. Hundreds of others will be employed by this theatre of the people, some as stage hands, others as actors, and perhaps a few will lend their creative efforts to the writing of plays, pageants, and other forms of dramatic productions. The theatre will serve as our most effective means for socializing our people, for fostering desirable co-operative attitudes.

Politically America will find itself richer also. This new theatre audience will find even better ways for expressing the democratic way of life. The theatre which this audience will build will be truly the "voice of democracy." We shall see plays that will teach the true meaning of democracy, for the theatre itself will be democracy in operation. Freedom and liberty, and the other rights of man will find expression such as they have never had before.

The Organization and Administration of A Home-room Program

SAMUEL THOMPSON STEWART, JR.

*Director of Guidance and Instructor of Social Studies, Gilboa-Coneville
Central High School, Gilboa, New York*

THE LOCAL SITUATION

THIS REPORT ATTEMPTS to take a real situation and problem as it occurred in the author's school, and to report the steps taken in its solution, along with the decisions reached. The school offers a twelve-year program and enrolls about four hundred and thirty-five pupils, one hundred and thirty-five of whom are in grades nine to twelve. The district served by the school is a rural area located in the Northern Catskill Mountains, and dependent upon dairy farming as its chief industry. The pupils come from homes that fall below a standard of self-sufficiency and requiring relief from welfare agencies. Many of the pupils come from homes which, because seriously lacking in social and cultural opportunities, provide rather a meager environment for the development of a personality necessary for successful living in our modern age. The school is the center of the community's social and cultural activities, and bears the responsibility of trying to offer a program rich enough and varied enough to make up for these out-of-school deficiencies.

Several years ago a revision of the daily time schedule was made reducing the number of class periods, but lengthening each period, in order to gain the advantages of a supervised-study program in each subject. In this revision of the daily schedule a forty-minute period was set aside as an activity period to provide for club activities, an intramural-sports program, assemblies, and class meetings.

The Monday meeting of this activity hour was set aside for a home-room meeting. A program of group guidance was planned for it. However, several poor effects resulted from this revision so far as the home-room program was concerned. First, the lunch hour was shortened considerably, which created some resentment among the pupils and faculty. This attitude naturally carried over to the home-room meeting which was held during the time formerly allotted to the lunch hour. Thus the program was inaugurated with a poor emotional attitude attaching to it. Secondly, this new period in the schedule was designated as an activity period. The home-room program was unconsciously grouped by the pupils, as well as the faculty, with a program of social activities. This again created a poor emotional attitude which tended to prevent the development of a serious, worth-while program centering around the problems of social living.

Thus, with these attendant emotional attitudes, coupled with the lack of a continued re-examination and appraisal of the educational objectives of

a home-room program as well as the lack of group planning for the attainment of these aims, the home-room program in general deteriorated. Thus all the administration considered discontinuing the program but placed the problem before the faculty, for discussion and suggestions.

THE PROBLEM

At its next meeting the faculty of the the school began the study of the home-room problem. The task involved the solution of the following questions:

1. Should the school include a home-room program of group guidance?
2. Is there a need for such a program, and what are its values?
3. What are the objectives of a home-room program?
4. How should the home-room program be organized?
5. How should the content of the course be decided upon?
6. What should be included in the program?
7. What methods of evaluation can be determined?
8. What type of teacher should be entrusted with a home room?

This first meeting dealt primarily with the question as to whether the school should or should not have a home-room program. In order to challenge the faculty to think about the problem, a bulletin was prepared that posed this question. The main question then hinged on determining the need of such a program.

THE NEED OF A HOME-ROOM PROGRAM OF GROUP GUIDANCE

A report of what several surveys found as to the preparation of pupils for after-school-life was presented to the faculty. Several studies that have been made concerning the social and civic competence of graduates and their degree of preparation for work show the need for more extensive guidance in the schools. Of these studies, two will be summarized to show the real need for more intensive work on the part of the schools in equipping pupils with that competence which will enable them to obtain jobs, take an active interest in the social and civic life of the community, and to use their leisure time in ways beneficial to their own growth and that of their community.

One of these studies is the one which was conducted several years ago by a staff of research workers under Dean Spaulding, as part of the "Regents Inquiry into the Cost and Character of Education in the State of New York." The other is a summary of a field survey made by the author of this report during the summer of 1941, for a "Committee on Evaluation of the Guidance Program of the Public High Schools," appointed by the superintendent of schools of one of the large cities of the country. The study involved the interviewing of personal directors of the large industrial and commercial firms in some of the major occupational fields. This survey concerned itself with obtaining their evaluation of

"how well the schools had prepared young people for employment." The study was interested not merely in efficiency in vocational skills, but also in the work-habits, personality, vocational choice, and future occupational plans of the graduates of secondary schools.

THE PERSONNEL DIRECTOR—INTERVIEW STUDY

The personnel directors interviewed represented the food industry, the oil industry, a public utility in the communications field, a large department store, the machine tool manufacturing industry, the insurance field, the banking field, the stock exchange, a private employment agency, and the junior division of the public employment service. The summary which follows does not include an evaluation of the training in academic and vocational skills, but rather those aspects of the public school program that would be included in a guidance program.

The majority of the personnel directors feel that pupils graduated from the secondary school

1. *Lack Vocational Direction*

Most of them come to employment officers "groping for a job." "What sort of a job do you wish?" they are asked, and the usual reply from these young people is "Oh, any job!" Their secondary-school course has not helped them to analyze their own abilities and interests nor the occupational opportunities available. Without vocational direction and consequent preparation for the chosen field, it is difficult to match youth with the jobs that are available. The public-employment service reports that only about ten per cent of the youngsters placed in their first job stay in that job more than six months. As a result, the first few years of work experience is a trial-and-error wandering until something is found which seems to offer permanency. Thus great social and economic waste results from this lack of vocational direction.

2. *Lack an Adequate Knowledge of Occupational Fields*

These youngsters know little about the "beginning" jobs and their requirements, nor the lines of promotional advancement in the various occupations. A boy just out of the secondary school may be interested in the technical side of communications but is ignorant of the initial job for such a career, and the educational requirements necessary. Had he obtained this necessary occupational information early in his secondary-school course, he might well have arranged his program so as to take three years of mathematics and a year of physics, without which he cannot be considered for a job in this field. Again a great deal of waste results from lack of adequate occupational information where definite interest and ability is shown.

3. *Lack a Knowledge of Their Own Abilities and Interests, and How to Present Information in an Interview so as to "Sell Themselves" and Get the Job*

Few things surprise and annoy employment officers as much as this lack of information about themselves on the part of the graduates. One of the managers told of hiring an inexperienced boy on a certain job usually requiring work experience in the field, because in a simple, straightforward manner, the boy told him of his interests and abilities, his hobbies and spare-

time jobs, and how each one contributed towards fitting him for this job. In the words of the personnel director: "I just had to give him a job because I knew he would make a good man." This, however, doesn't seem to be true of the majority of graduates, since the personnel people tell of having to put youngsters through an "inquisition" to find out if they have any hobbies, interests, or abilities which might indicate success in that particular occupational field.

The matter of so presenting themselves in an interview that they are able to sell themselves was likened by one employment manager "to modern merchandise marketing in which even a very common product like soap is so packaged that the customer will want to open it and sample the product." He mentioned how a person with a physical handicap had compensated for it by achieving exceptional skill in his field and made employers so conscious of this superiority that they overlooked the physical handicap which would ordinarily have resulted in rejection. "If even a physical handicap can be overcome by selling the employer the good points, then certainly an applicant without physical defects should present his outstanding qualities in such a way as to have employers want to hire him." The task of the school in teaching pupils how to "sell themselves" was summarized by one director as "not to put a veneer over some worm-eaten wood but to help to develop real attractive personalities."

4. *Do not Generally Possess Attractive Personalities*

They are weak in the following aspects of personality:

a. *Good character traits and work habits*—Graduates of the secondary schools seem to lack a sense of responsibility and dependability. A typical case was cited of a boy who was sent by a department head to cash a voucher and bring back the money. The treasurer's department was closed and when the boy returned to his department, the head was in conference. The boy put the voucher in his pocket, didn't mention it to the head's secretary and went home with it in his pocket, leaving the department head without any money. The latter reported the boy to the personnel department as one of the boys who "don't use their heads." These beginners lack aggressiveness or initiative in trying to learn. "They will do what they are told, but just stand around waiting to be told what to do instead of pitching in and trying to learn things for themselves." Most of the new employees are interested in how much they can earn now and are little interested in future advancement in the company. Personnel managers are interested in personalities of "good promotional potentiality." Beginners are careless about details and inaccurate in filling out application forms. The application form is called the photograph of the applicant. In deciding whom to hire, the person whose application is carelessly and inaccurately filled out will be rejected. Carelessness and inaccuracy are habits which have been developed over a period of years and cannot be changed overnight. They have no place in business where accuracy counts.

b. *Elementary forms of courtesy*—A knowledge of the elementary forms of politeness is lacking in most of the applicants. One personnel

director described a typical scene in his office, in which he walks up to a young fellow slumped down in his seat and chewing gum as if in a frenzy, and receives from out of the corner of the mouth of the applicant "Are ya takin' anybody on?" He pretends not to hear, hoping that it might suggest to the applicant that he arise and talk in a courteous manner. This applicant doesn't get a job because, in the particular field of this personnel director, courtesy and personality are important requirements. c. *Appearance*—Most of the applicants for beginners' jobs lack a knowledge of what a properly dressed person wears. Girls applying for jobs were described as having nails about three inches long, all painted up and looking as though they were going out on a Saturday evening date, wearing clothes that just didn't fit into the business picture, with bows under their chins, cowboy hats with bells, too much makeup, and blood-dripping fingernails. Boys are carelessly dressed and often unshaven, poor in posture and carriage, sprawling in their chairs on the middle of their backs. Too often they are just not clean nor neat.

d *Inability to talk easily and clearly or to make a favorable impression in an interview*—In an interview they are tense, timid, or sometimes over-aggressive, poor in answering questions, usually answering with a "yes" or "no" instead of giving a full clear statement. All of the personnel directors interviewed mentioned poor personality as one of the most important reasons for the rejection of applicants. They feel that one function of the school is the development of attractive personalities, and that a course could and should be worked out which would include interviewing, voice culture, dress, manners, posture, development of a business-like attitude, and practice in making out application forms neatly, accurately, and completely. They have found in talking to applicants that they accept suggestions in these matters in a good spirit and can profit from them. "Why" they ask "hasn't the school done this for them before they experience the discouragement that comes from rejection because of poor personality traits?"

THE REGENTS' INQUIRY STUDY

Francis T. Spaulding was in charge of that aspect of the Regents' Inquiry which concerned itself with the question as to how well the schools prepared their pupils for the social, economic, and civic life they would face after leaving school. Some of the findings of this study¹ with respect to those non-academic phases of the school program which might conceivably fall within the broad range of guidance activities is here summarized.

The present educational system is very far from providing educational opportunities for rural boys and girls equal to those open to young people in the cities. Boys and girls in the city have the advantage of an out-of-school environment which offers greater stimulation and a much greater variety of experience than are usually the lot of boys and girls in the country. Ideally, the rural school program ought to be rich enough and varied enough to make

¹Spaulding, Francis T., *High School and Life*, Regents' Inquiry Study. New York: McGraw-Hill, 1938. Used by permission.

up for these out-of-school differences. That it falls far short of the ideal is apparent in the more limited interests with which boys and girls leave school, and in their meager acquaintance with many non-academic matters which should be of concern to them as young people in the city. (page 99)

High schools in general know little about many of their pupils beyond the facts implied in records of school marks. Information as to what had become of individual pupils after they had left school proved especially difficult for the schools to supply. Lacking also in the reports on many pupils was information about one phase or another of the pupil's home life: the language spoken in his home, the occupation of his parents, the economic status of his family, the general goodness or badness of his home background. For surprising numbers of pupils, the schools could give no information about distinctive personal qualities. (page 159)

The extra curricular program as a whole almost never engages all the pupils in any single school . . . and in most schools these informal activities reinforce, but do not greatly extend, the opportunities for learning provided by the formal program of studies. (page 147)

The educational plans of many boys and girls just out of high school are strikingly unrealistic, even if not wholly incapable of fulfillment. (page 38)

Most of these boys or girls have very hazy or limited conceptions of what schooling may be good for. (page 36)

The young people whom the schools do not graduate, though they constitute a majority of all the boys and girls who enter the high school, are especially unprepared for the problems that they must face as soon as they end their schooling. They leave school without having finished any program designed to make them ready for out-of-school activities, and they flounder with extraordinary aimlessness and lack of understanding in their efforts to adjust themselves to out-of-school conditions. (pages 92-93)

The schools' practice of leaving to boys and girls the task of discovering and taking care of their own particular needs explains many of the defects in social competence among the boys and girls just out of school. Most obviously it explains why large numbers of these boys and girls flounder aimlessly and ignorantly in their first contacts with out-of-school problems. . . . Accordingly they occupy themselves with whatever activities first come to hand, without any considered plan for making the most of their own particular circumstances. The most helpless among them, it will be recalled, are the boys and girls who leave school before graduating; and these boys and girls the schools are especially prone to ignore. (page 176)

FACULTY RE-EXAMINES ITS SCHOOL

The picture painted by these studies forced the faculty to a re-examination of the function of the school, and showed them how their secondary-school program was not doing a complete job.

It is not to be assumed that all the criticisms in these studies applied to the school under discussion. Very definite steps have been taken in the past several years to overcome these deficiencies in the school's program. One of these, the most encouraging, was the organization of a program

of individual guidance. In the two years the program has been functioning, several encouraging things have occurred:

1. The graduates of the last two classes have left the secondary school with a definite vocational plan or with a knowledge of the future educational course necessary for entrance upon their occupational career.
2. Pupils leaving school before graduation receive help during their last year to make that year most profitable to them. One effect of this work was that having achieved a suitable vocational directive, some of these pupils changed their plans and continued their schooling.
3. Pupils entering the ninth grade have been helped in choosing careers suited to their abilities and capable of being attained, and in planning a secondary-school course that would help in the preparation for that occupation.
4. The secondary-school curriculum has been changed to make it serve better the occupational plans of the pupils. One example is in the business curriculum where for years the work prepared solely for stenographic or secretarial jobs. Today it has been altered to offer training for boys interested in business jobs in retailing and selling.

However, despite these and other favorable accomplishments, many needs are still to be met by the school's program. The faculty realizes that the school should do more in helping pupils with their adolescent problems of growing up, with their social development, with the development of active habits of worth-while leisure activity, with their dress, appearance, and personality.

The question arose as to what are the most pressing needs of our pupils and how a home-room program could be developed to meet these needs. After lengthy discussion, it was decided to set up a committee composed of the teachers who had been assigned as home-room teachers. The function of this committee was to ascertain the needs of the pupils, set up guiding objectives for the program, and organize and plan a program that would achieve these objectives.

AIMS AND OBJECTIVES OF A HOME-ROOM PROGRAM

The home room should be to the pupil his school home, and the atmosphere should be so informal, co-operative, frank, and helpful, as to encourage them to turn to their home room with their everyday problems for help and guidance. Guidance helps the pupil to adjust himself, and so considered guidance is an integral part of the entire educational program and not just the home-room program. The home room "must build upon and supplement the regular work of the school."²

The general objectives of education apply to the home room with equal force as they do to any other aspect of the schools' program. A few important and guiding objectives that apply particularly to the home room can be set up. The committee felt that these are:

²Jones, A. J. *Principles of Guidance*. New York: McGraw-Hill, 1934, page 46.

1. To provide opportunity for the consideration of common problems.
2. To provide opportunity for the practice of desirable citizenship qualities such as tolerance of others' opinions, co-operation in achieving common ends through participation in school government, and student control.
3. To develop those social attributes necessary for social living.
4. To develop cordial, wholesome relationships between pupil and pupil, pupil and teacher, based on mutual respect and understanding.
5. To assist in the efficient administration of the school.
6. To encourage individual initiative, co-operation, right attitudes, and ideals.
7. To develop and guide the vocational, educational, and social interests of the pupils.
8. To provide the opportunity for a teacher to understand a small group of pupils to serve as a basis for more effective education of the individual.

The committee decided that such a program should not only help to meet the needs of pupils in adjusting themselves to an adult world after leaving school, but that it should also help them with the problems created by adolescent changes. It was felt that if pupils were led to discuss these latter problems, obtained the information and technics necessary to their solution, and sought to practice what was learned in their day-to-day activities, both in school and out, they would be greatly helped in their later adjustments on the job and in the social and civic adult life of the community.

The Committee asked "How do you find out what are the problems youngsters have in secondary school?" From personal interviews and observations, most of these needs were evident; surveys which had been made were consulted, such as the Cornell study entitled, "Interests, Activities, and Problems of Rural Young Folk." However, this was a program to be designed especially for a particular school, and most benefit would accrue to its pupils if they recognized their own problems and sought to solve them for themselves in co-operation with the faculty. It was therefore decided to ask the pupils directly what they considered to be their chief problems. Each class met and discussed the possibilities of such a program and the possible benefits. They were asked to submit, without giving names, questions or problems that might form the basis of a home-room program. This was new to them; for like too many school programs, they were *for* the pupils but not *of* or *by* the pupils.

The program, both academic and non-academic, was usually planned for pupils, whereas here they were to share in formulating the plans. They responded with sincere interest and co-operation, making it their program and handing in a large number of individual responses. These individual questions, of course, contained many duplicates and phases of a general topic. They were accordingly classified and grouped into a checklist. This checklist was then submitted to the pupils in order to determine those questions that were of interest to the greatest number.

The results were tabulated in two groups: (1) those problems of a general nature and faced by all classes, and (2) those which were common to a particular class or age group.

The problems that were generally felt by the whole pupil population were then ranked and were fitted into a general home-room program for the year. Problems connected with the social relations of pupils were those most often checked by them. In planning the program, provision was made not merely for the study and discussion of these problems, but also for actual demonstration and activity in a social gathering of the entire school in which one class would act as host for the others. The result of the pupil survey showed that they themselves felt that their social development was the most neglected phase of their education. In many communities, particularly urban ones, there is greater stimulation and opportunity for social development in clubs and other organizations than in this particular school's environment, so that the program, as developed, attempted to make up as much as possible for this deficiency.

The program was designed for the entire school, but each individual class could alter it to meet some specific need. For example, a unit on "Getting a Job" with practice in interviewing, filling out applications, learning how to dress and act in applying for a job, and how to use employment services, was planned to be given in the Spring for the senior home room. Another unit planned for the senior group was one on boy-girl relationship leading to engagement and marriage. Then again, some of the topics were treated differently with different age groups. For example, the topic "Social Relations of Boys and Girls" was considered in the freshman group in such manner as to give them an understanding of changes in adolescence from homosexual interests to heterosexual interests. Another question that bothered both these youngsters and their parents was how old a girl should be before she should be allowed to go out with boys. An attempt was made to show frankly and clearly all the physical, emotional, intellectual, and sexual changes that normally occur during the period of growing up.

THE CONDUCT OF THE MEETINGS

One of the aims of this revision was to give the pupils a large share in its determination and in the development of each topic. In each home room, pupil committees were elected to plan, with the help of the teacher, each meeting of this guidance hour. The pupils found the Student Council a convenient organization to which to refer questions and suggestions for general improvement. For example, the freshmen class had a real disciplinary problem early in the year arising out of their relations with a new teacher. The question came to the home room and a very serious discussion ensued in which the pupils frankly admitted that they were not conducting themselves, in this particular class, the way a good school citizen

should and they were anxious to achieve the type of cordial relationship existing with the other teachers. They decided on an immediate solution and also laid plans for a long-range scheme of pupil control, administered by the pupils themselves. Committees were set up to define what would constitute good and bad behavior on the part of pupils and to formulate a method of organization by which the student body itself could maintain good pupil discipline.

Student committees working a particular topic needed information, and to facilitate their finding it, the librarian and the committee together developed a bibliography and assembled his material in a special section of the library. Material which had always been available now was being actually put to use by the pupils.

New methods and materials are now being used or will be used. For example, the girls working on the topic of attractiveness of hair and appearance have obtained the services of a beauty specialist in 4-H work for a demonstration showing the proper care and arrangement of the hair. Other student committees have considered a joint meeting of pupils and parents with a panel discussion on child-parent conflicts. They are getting their parents interested in their problems.

EVALUATING THE RESULTS

The problem of evaluating a program attempting to help pupils solve everyday problems of social living and seeking to prepare them for making the proper adjustments in their later economic and social life is more difficult than the evaluation of a course in plane geometry. The home-room program seeks certain beneficial adjustments, whereas a geometry course lays chief stress on the acquisition of certain facts and skills. The latter is subject to direct measures of evaluation, whereas in the former, only indirect methods are available. To determine whether the relations between boys and girls are more wholesome, or whether parents and children understand each other better and are happier, requires indirect measures or subjective judgments which it is difficult to evaluate as to validity or reliability. The worth of this program can be seen only in the improved lives of the pupils, and even then it is difficult to determine to what extent this improvement was caused by this program.

What evidence can we find for the effectiveness of such a program? The interest shown and the new activities engaged in and the extent of pupil participation may shed some light on the effectiveness of the program, if our assumption is correct that pupil interest, plus supervised activity in a worth-while endeavor, equals learning or growth. This revitalized program has barely started, which makes it still more difficult to evaluate and yet certain encouraging developments can be noted.

1. Interest has been aroused in the program on the part of the faculty and the pupils. The faculty has been challenged by the reports previously

referred to and stimulated to constructive thinking and planning. Co-operative group discussion has helped to change their attitude from viewing the home room as just another thing that up-to-date schools are supposed to have, to viewing it as an instrument capable of being used to achieve many of the things that the academic program failed to do. They are searching for ways of improving the program and are looking forward. Any professionally trained group of persons with a goal envisaged, will make progress. The development of the program has helped in the further democratization of the administration of the school. The interest of pupils has been gained in the program, not by wrapping it up in a fancy package, but by the realization on the part of the pupils that it is useful in their own development; it takes their needs and seeks to meet them; they have identified the program with themselves, which, as Dewey in his *Interest and Effort in Education* says, is the basis of real interest. Their attitude has changed; they are alert and on the initiative, planning and working.

2. Activity on the part of the pupils is encouraging. The librarian reports that books and magazines on social problems are now being used as they have not been used before. Pupils are taking the initiative in helping to solve their own problems such as having the Student Council consider means for improving the lunch hour. They have asked that a large club originally scheduled as a fencing club be made into a Social Club with practice in dancing and social etiquette. They have achieved the interest of their parents in the program as evidenced by suggestions from several parents that the PTA sponsor a panel discussion on "Parent-Child Relations in the Adolescent Period." The pupils plan and conduct their own home-room meetings through student committees who assign readings, dramatizations, projects, and surveys, such as one made of the secondary-school pupils response to "Should a high-school boy or girl go 'steady'?"
3. In order to have teachers become more critical of the program as actually developed in the home-room period and as a guide for future planning, a teacher-evaluation record blank was made. Each teacher of a home room fills out a report for each meeting of the class and they are periodically discussed at faculty committee meetings.

PLANS FOR THE FUTURE

As the faculty meets from week to week and discusses the development of this program, it is evident that several future lines of development are the revision of the present courses of study to include many of the topics considered in the home-room program and the possibility of making it into a four-year course in Social Living, carrying an equivalent number of credit hours as other courses. There are many advantages in including units from this program into the regularly organized courses of study. The old courses of study would be revitalized and made more meaningful for the pupils in that the courses would attempt to satisfy their certain felt needs. Greater

pupil interest and work would develop in these courses for this very reason; the course would be seen to be contributing something to their own needs and lives. It would result in a healthier and more professional attitude on the part of teachers by concentrating more on the pupils and their needs and less on the formal discipline of their subject-matter fields.

This interesting development started last fall, with teachers finding that their various courses of study offer opportunity for the inclusion of certain units of this home-room program. A few illustrations show trends.

Commercial Course—The commercial teacher has used the summary of the evaluation survey made by the author and has included in her lesson plans for Secretarial Practice units on dress and appearance, personality, interviewing, business etiquette, and the filling out of forms and application cards.

Social Studies—The social-studies curriculum grades seven to twelve is now being revised, with plans made to inaugurate the new courses next fall in grades seven and ten. The committee, comprising of the social-studies teacher and the teachers of the seventh and eighth grades, in making this revision, is including such units as "How to Study," "Occupations and Vocational Choice," "Family Life," and "Leisure-Time Activities," with a much clearer view of the problem. In this revision, they will have much more time for an adequate development of the unit than a period that might meet once or twice a week.

Biology—A unit on "Emotions," aimed at giving the pupils a factual background for a study of adolescent emotional problems will be included. Here the problem stated by the pupils in terms of jealousy, fits of temper, and self-control, will serve as the springboard for a scientific study of emotions.

English—The English teacher is planning a unit on application-letter writing in the senior English course.

These are but a few of the many opportunities for which the faculty is now looking and which will make their courses serve the actual needs of the pupil better. The faculty is realizing more and more that every teacher is a guidance worker and that the organized classroom program of studies should serve as a medium for the guidance of pupils in helping them to meet the everyday problems of social living as pupils, and also in their future adjustment as adults in their social, civic, and economic lives.

The faculty has mentioned in its discussions, the organization of this home-room program into a course on Social Living. However, the trend just described of making their present courses serve these ends of guidance, if it is sustained and broadened, will make this unnecessary. This trend is much more desirable since the entire school curriculum gradually will be based more on the needs of pupils than on predetermined areas of subject matter to be learned. In thus arousing the interest of classroom teachers in revamping their programs of study around the interests of boys and girls in their classes and their problems, this home-room program revision and study by the faculty has been worth while. The faculty is on its way to make the curriculum serve better the young people of this area.

News Notes

RECENT MOTION PICTURE RELEASES—The American people want information about the war they are fighting. They want to know how the war is going on the military fronts, on the production fronts. They want to know what they, individually and collectively, can do to win the war. Such information is available through motion pictures—through the 16-mm sound films of the Bureau of Motion Pictures of the Office of War Information.

Widespread use of war information films depends upon three things: films, projectors, and audiences. The films are available now—films ranging in content from an RAF bombing raid on Germany to the “why” and “how” of scrap salvage. The audiences are available now—schools, churches men’s clubs, women’s clubs, civilian defense groups in every community. Wherever there is a gathering of American citizens, there is an audience for war information films. Films and audiences are ready. What about the projectors?

There are an estimated 20,000 16-mm sound projectors in the United States, over half of them owned by schools. By “table cloth” arithmetic, if all these projectors were used only one day a week to show war films to 100 people, the weekly audience would be 2,000,000. If they were used once a day, five days a week, the audience would be 10,000,000. And if they were used twice a day, once in school and once out of school, the weekly audience would be 20,000,000. “Table-cloth” arithmetic these figures may be, but they emphasize the importance of using projectors once a day, twice a day, and every day—if the American people are to see government war films.

What can schools do? The answer is clear: Share Your Projectors. Get government war films from your nearest distributor of films. Show these war films to pupils in the morning, to a men’s luncheon club at noon, to a PTA meeting in the afternoon, and at a community gathering at night. Co-operate with service clubs, community groups, civilian defense councils in scheduling the use of films and projectors. Keep your projectors working to win the war.

Motion pictures giving information about the war and how Americans can help are being produced and distributed by the Bureau of Motion Pictures of the Office of War Information. Such pictures all of them 16-mm sound films, are available from established commercial and educational film distributors throughout the country. A list of these distributors and a description of the available films can be obtained free of charge by writing to the Bureau of Motion Pictures, Office of War Information, Washington, D.C. One of the latest films now available through these distributors is the Department of Agriculture’s film **Home on the Range**, distributed for non-theatrical use by the Office of War Information. Photographed in Montana, the film gives authentic pictures of the Western ranges, herds of cattle and flocks of sheep, and the men, lean and leathery, who make sure that we and our Allies have enough beef and mutton, wool, and leather.

War-time activities and war-time responsibilities are portrayed dramatically in other government films designed so that the American people will better understand the progress of the war. They include three aviation films, **Bomber**, **Winning Your Wings**, and **Target for Tonight**; five pictures showing war production in factories and on farms, **Bomber**, **Tanks**, **Lake Carrier**, **Democracy in Action**, and **Home on the Range**; two picture:

dealing with civilian responsibilities, **Safeguarding Military Information and Salvage**; two films concerning our armed forces, **Ring of Steel** and **Winning Your Wings**; one film, **Men and the Sea**, showing the men who man our cargo ships; another film, **Western Front**, portraying the heroic fight of China against Japanese aggression; and three Song Shorts, **Anchors Aweigh**, **Keep 'em Rolling**, and **The Caissons Go Rolling Along** sung off stage against stirring action scenes. Still another film is entitled **Salvage**. Honest and straight forward, the film drives home America's desperate need for scrap used in manufacturing tanks, guns, and planes.

ADEQUATE PUBLIC EDUCATION A NATIONAL NEED—The following statement on public education was made by Philip Murray, president of the CIO: "The Congress of Industrial Organizations, representing as it does some five million workers in American industry and their families, is deeply and vitally concerned with our public education system. Labor has always believed in wholehearted support of public education. Especially now when we are at war against Fascism, public education symbolizes the kind of thing we are fighting for. It is our profound conviction that the war must not be used to weaken or destroy our system of public education. To the contrary, it must be a part of the war effort to strengthen our educational system.

"It is, therefore, of the greatest importance that there should be maintained in every state and community a well-supported system of public education. This means especially the provision of well-paid teachers who are given the protection they need so that they may impartially teach the truth and honestly prepare youth for the changing conditions in the world. The workers engaged in the vital tasks of war production are determined that this war shall be won in order that our children may have the opportunity for a better life. We must stand firmly against any attempt to lower school standards during this period, against any attempt to impair our war effort and the post-war world by depriving our children of their right to an education. Adequate public education is a national need. Those states and communities that are financially unable to maintain good schools should be assisted by Federal funds. We stand firmly in support of the proposition that all the children of the nation should have a fair and equal opportunity for education, because upon them depends the future well-being of our nation."

NYA STUDENT WORK, A REMEDIAL AID—Some very interesting facts have come to light regarding the effectiveness of NYA School-Work Program expenditures. These facts reveal the important part played by NYA funds in the reclamation of three juvenile delinquents and the change wrought in the life of a schoolboy who was in desperate need of help. The principal of a North Carolina high school secured the release of three youths held in jail for petty larceny. The boys stated quite frankly that lack of funds caused their downfall. With no money with which to assist them, the principal turned to NYA school-work projects for his solution. Through this and other means all three boys have made good. One boy is head of the largest paint department in the city, another has a good job, and the third was graduated with honors from Wake Forest College this year. All three young men will become worth-while citizens of their state. A letter from another principal regarding the student whom he had materially helped reads:

"In the early part of this year the boy was of a sour disposition, a constant trouble to his teachers, and was failing half his work. He had no clothes, felt that all the world was against him, and even slept part of the nights in a barn rather than to go home.

Late in the fall I placed him on the NYA and he has completely changed his attitude on life which I feel was due in a large part to the opportunity to earn something and to the fact that he felt that someone did have an interest in him. During the time since being placed on the NYA, he has not been sent to my office for misconduct nor has any teacher reported any discipline trouble with him. He is now averaging around 90 on all his work and has improved in personal appearance."

SCHOOLS-AT-WAR PROGRAM—A nation-wide Schools-at-War Program sponsored by the war-savings staff of the Treasury department and the U.S. Office of Education and its War-time Commission is now under way in almost every secondary school of the nation. Now is the time for the schools to show the nation what they are doing in the Schools-at-War Program. As a unit in this nation-wide campaign, every School-at-War can intensify and unify its war services to save money to buy war bonds and stamps, to serve his community and nation, and to conserve materials of all kinds for the war effort. All schools—public, private, and parochial—in the United States and its territories, are urged to enlist in this campaign.

A **Liberty Brick** will be awarded jointly to the schools of each state and territory participating in the Schools-at-War Program by having a state school exhibit. Replaced by recent repairs after more than two centuries of service, these Liberty Bricks were a part of Independence Hall, the scene of the signing of the Declaration of Independence and the Constitution. Now, a symbol of our heritage of freedom, each brick is mounted in a glass case before a colored base-relief of Independence Hall. A **Certificate of Service** signed by the Secretary of the Treasury, will be presented to each school which completes a scrapbook report of its War-Savings Program and other war-time activities. Clippings, graphs, pictures, essays may be used in this report which must be completed January 7th, the day following the President's Report on the State of the Union. Exhibits, both local, state, and national will be arranged to show the nation the power and effectiveness of its Schools at War. A grand display of **America's Schools at War** will be held in some central city for a week of exhibits and demonstrations. School authorities, with the co-operation of war-savings staff officials, will be responsible for arranging state and local exhibits in order to show the public the wide range of war activities and the power of united effort. A **Schools at War** exhibit will be a public service, for it will give the public a broader view of the war effort by showing what the schools have done. **Schools at War** exhibits will be morale builders and a means for mobilizing greater community effort.

TRAINING FOR CITIZENSHIP—**Training for Citizenship** is the title of an eight-page memorandum published by the Scottish Education Department. The purpose of the memorandum is to ensure wider and fuller recognition of the duty of schools in training citizens to appreciate their personal responsibilities to the community. In the schools the infant, child, and adolescent citizens should learn to live healthily, to be honest, truthful, courageous, and self-controlled; to be chivalrous, courteous, and clean of person and speech; to be industrious; to be capable of developing initiative and forethought; to be tolerant, and without losing sight of the distinctions between right and wrong, to be fair to those who differ in opinion. "The child," the memorandum states, "should be taught to co-operate with others and to subordinate his personal interests to the general good."

The geography class, it is pointed out, will kindle in the child a lively interest in his home region and bring him to see the inter-dependence of the various members of the community and of all parts of the world. The history class will broaden his sym-

pathies and give the child some understanding of modern society and of the mechanism of local, national, and Imperial government. Every teacher, it is added, has a duty to help young citizens to develop an intelligent interest in current affairs. In the secondary schools the adolescent citizens will learn to appreciate the importance of freedom of speech and of allowing an opponent to state his case without interruption. The wise choice of a career is stressed in the memorandum. "There is a strong case for the appointment of a Careers Master or for something in the nature of a Careers Council for every secondary school or for groups of such schools. Wise choice of career encourages industry, enthusiasm, and pride of craft, and is therefore, one of the main bases of good citizenship."

English ranks among the important subjects in the citizenship curriculum. The teacher of English, it is stated, can perhaps better than most teachers, help the future citizen to distinguish in the things of the mind between the genuine and the spurious, the permanent and the ephemeral, the noble and the ignoble. Every good citizen, it is added, should take a pride in the correct use of his native tongue. The study of foreign languages will introduce the future citizen to what is worthy in the life and thought of other nations. Mathematics and science, by providing a training in logic, and in the weighing and sifting of evidence, have great disciplinary value. The importance of music, art, technical subjects, training in nutrition and sound household economy, nursing, and first aid are also stressed. The modern teacher has at hand, in radio and films, the memorandum states, many forms of help in his efforts to train the child in citizenship.—*The Journal of Education*. May 1942. p. 230.

ATTENTION, HIGH-SCHOOL PRINCIPALS

24 Significant Professional Books for Teachers of English

Are your English teachers familiar with the excellent library of professional books on the teaching of English published by the National Council of Teachers of English? Here are books, pamphlets, and monographs for a complete program of in-service training of your teachers. Take steps now to introduce your teachers to these books.

Write now for free supply of catalogs of Council Publications
for all of your English Teachers

The National Council of Teachers of English

211 West 68th Street

Chicago, Illinois



HIGH-SCHOOL VICTORY CORPS—Additional copies of the manual entitled **High-School Victory Corps** may be obtained from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C., at 15 cents each. A 25 per cent discount will apply on orders for 100 copies or more. Several manufacturers have advised that they can supply inexpensive caps and cut-out insignia. No doubt these will be obtainable from distributors or manufacturers in each state or community who handle such articles. Victory Corps insignia should appear on the left front-side of the cap instead of the right side as shown in the diagram on page 27 of the Victory Corps manual.

KNOW YOUR UNIFORMS—**The Leatherneck**, the monthly periodical of the U. S. Marines (12 issues, \$2.50 per year) has recently published a 32-page (8-3/4x11-3/4 inches) booklet entitled **Know Your Uniforms!** It is an analysis of the Allied (Russian, Turkish, British, and French) and the Axis (German, Italian, and Japanese) insignia and uniforms illustrated and described. This booklet contains official information concerning the uniforms and insignia of leading powers in World War II. It is compiled from authentic, confidential data, and circulated by the staff of **The Leatherneck**. Copies of this 32-page booklet may be secured free of charge by addressing The Leatherneck, The Marine Barracks, Eighth and Eye Streets, S. E., Washington, D. C.

THE PUPIL'S SECONDARY-SCHOOL RECORD—An excellent compilation of what industry and other forms of public employment require of the man on the job is found in **Your High School Record** by Robert D. Falk, State Supervisor of High Schools of South Dakota. Here is brought together exact duplicates of forms which the

BACKGROUND OF WORLD AFFAIRS

By Julia Emery

For Tomorrow's Citizens
a basis for the course
in international relations, world
affairs, or current problems

The basis for a social studies course that gives the essential background to help students understand current world events. This new book for high-school students meets a crucial need today. It is a distinctive book, whose effectiveness for varied class use can scarcely be estimated without examining it.

Background of World Affairs illuminates the pattern of events that led to present major upheavals; it provides knowledge essential in building for the future. World trade, and natural resources, systems and ideals of government, the appraisal of world news—these are a few of the topics treated lucidly and concisely in the span of about 300 pages.

In her courses in the Wichita High School East, Miss Emery has been a pioneer in teaching international relations. She writes with accuracy and with a unique insight into the needs of high-school students.

WORLD BOOK COMPANY

Yonkers-on-Hudson, New York
2126 Prairie Avenue, Chicago

applicant seeking a job must fill out and submit for evaluation. A pupil examining and studying these forms and letters cannot but help realize the seriousness of developing qualities especially influential in the employee's securing a job as well as on his success on the job. The material is adaptable to a multitude of situations. Not only will it be found helpful in specific occupations or guidance classes but also in such classes as commercial, trade and industrial, English and speech, and distributive education. Certainly the boys and girls after reading and studying this book will have a keener appreciation of the value that is attached to their secondary-school records. Copies of this 124-page book (8½ x 11) may be secured from The South Dakota Press, Pierre, S. D. for \$1.90 each; two to five copies, less 10 per cent; for class use, less 25 per cent.

THE SECOND NATIONAL TEACHERS MEETING BY RADIO—The success of the First National Teachers Meeting by Radio, sponsored by the Educational Policies Commission on September 28, 1942, far exceeded the Commission's hopes. Approximately 81,000 teachers in organized listening-discussion groups participated, in addition to a large number of individual listeners. The Commission appreciated the many letters received from these groups telling them how they were meeting important national problems.

The Second National Teachers Meeting by Radio will be made available to the stations of the National Broadcasting Company on: **Monday, December 14, 1942**, at 6:00 to 6:30 p.m. E.W.T.; 5:00 to 5:30 p.m. C.W.T.; 4:00 to 4:30 p.m. M.W.T.; and 3:00 to 3:30 p.m. P.W.T.

Practical Textbooks

These modern texts have been especially prepared for school use. You can employ them to excellent advantage in your Victory Training program as well as your regular program. An examination will convince you of their suitability to your classroom needs. Any books sent for 30 days **ON APPROVAL** inspection subject to our educational discount if retained.

Dunwoody Arc Welding Unit	\$1.25
Dunwoody Gas Welding Unit	1.25
Shipbuilding Blueprint Reading	3.00
Tool Design	4.50
Machine Trades Blueprint Reading	2.00
Plastics	3.00
How to Read Electrical Blueprints	3.00
*Flight—First Principles	2.50
*Flight—Aviation Engines	3.25
*Flight—Meteorology and Aircraft Instruments	3.25
*Flight—Construction and Repair	2.50
Machine Shop Work	3.50

*Note: These books have been listed in Leaflet No. 63 issued by U. S. Office of Education

— (TEAR OFF HERE AND MAIL TO US) —

AMERICAN TECHNICAL SOCIETY

Drexel Ave., at 58th St., Chicago, Dept. HS—143

Please send the following texts for 30 days **ON APPROVAL** examination. I will either return them at the end of that time or remit less your educational discount.

Name

School

School Address

It is essential that local participants in the meeting make the necessary arrangements with the manager of the local National Broadcasting Company station. Programs of this type, although available to all local stations of the network, are carried only when the manager of the local station is convinced that the local interest in his community is sufficient to justify carrying the program. This Second National Teachers Meeting by Radio will follow the same general pattern as the First. It will be divided into two parts: **Part A**, 30 minutes, will be provided over the radio by the Educational Policies Commission of the National Education Association and the American Association of School Administrators. The broadcast will be designed for teachers; it will serve as a basis for their study, discussion and action. Details on the program will be sent later to all who express interest in it. **Part B** will be under local direction. Each local group may arrange for one or more local speakers, a panel discussion relating the general topic to local problems, a local follow-up broadcast, or any other type of meeting.

It will be optional with each local group whether **Part B** follows **Part A** or precedes it. Depending on the time zone, each group may arrange to have its participation take the form of an afternoon faculty meeting, or an early evening dinner meeting. This program will be available to the network of the National Broadcasting Company stations, although some local stations (including those in New York City) may not be able to accept and use it at the hour scheduled due to prior commitments. If the local station will not carry the program because of prior commitments which cannot be revised, there remain these two possibilities: (a) Request the local station to present the program by direct line to an auditorium or other central meeting place as designated by the group, or (b) Arrange with the local station to make a transcription, to be played later when the local group would find it convenient to assemble.

For PRE-INDUCTION TRAINING

★ ★ ★ ★ ★

Fundamentals of Radio

Watson, Welch and Eby's
UNDERSTANDING RADIO \$2.80

Fundamentals of Electricity

Slack's
ELEMENTARY ELECTRICITY

Revised Edition Ready Feb. 1st

Smith's
**ELEMENTARY APPLIED
ELECTRICITY**

Ready Feb. 1st

Fundamentals of Machines

Smith's
APPLIED MECHANICS AND HEAT

Ready Feb. 1st

Fundamentals of Shopwork

Jones and Axelrod's
INTRODUCTORY SHOPWORK

Ready Feb. 1st

Send for copies on approval.

★ ★ ★ ★ ★

McGraw-Hill Book Co., Inc.

330 West 42nd St.

New York

EDUCATIONAL EVENTS

Calendar

December

- 2-5 The Annual Convention of the American Vocational Association, Toledo, Ohio.
- 11 Annual Conference of the Chicago Recreation Commission. Headquarters, Hotel Sherman. For further information write Chicago Recreation Commission, 160 N. LaSalle St., Chicago, Ill.
- 15 Bill of Rights Day.
- 26-29 Annual convention of the National Association of Music Teachers, Cincinnati, Ohio.
- 28-29 Annual meeting of the American Association of Teachers of Spanish, Washington, D. C. Headquarters, The George Washington University.
- 28-30 The Forty-fifth Annual Convention of the National Business Teachers Association, Detroit, Michigan. Headquarters, Hotel Statler.
- 28-30 National Conference on Family Relations, Cleveland, Ohio. Headquarters, Hollenden Hotel.
- 28-30 The Annual Conference of the American Political Science Association, Chicago.
- 28-30 The Annual Meeting of the American Sociological Society, Cleveland, Ohio.
- 28-31 The Midwinter Conference of the American Library Association, Chicago.
- 29-30 Annual Meeting of the American Science Teachers Association, New York City.
- 29-31 Annual Meeting of the Modern Language Association of America, New York City.

February

- 3 Seventh National Social Hygiene Day. Information and materials may be secured from the National Social Hygiene Association, 50 West 50th St., New York City.
- 19-28 National Brotherhood Week. Complete information may be secured by writing to The National Conference of Christian and Jews, Inc., 381 Fourth Ave., New York City.
- 26-Mar. 1
The Twenty-seventh Annual Winter Convention of the National Association of Secondary-School Principals, St. Louis, Missouri. Headquarters, Hotel Jefferson.
- 26-Mar. 3
The Seventy-third Annual Convention of the American Association of School Administrators, St. Louis, Missouri.

March

- 4-6 The Annual Meeting of the American Association of Junior Colleges, St. Louis, Missouri. Headquarters, Hotel Statler.

April

- 14-17 American Association for Health, Physical Education, and Recreation, Cincinnati, Ohio. Headquarters, Netherland Plaza Hotel.

May

- 24 The 400th anniversary of the death of Nicolas Copernicus, Polish astronomer, and the birth of modern science.

June

- 25-29 Annual Summer Convention of the National Education Association, Indianapolis, Indiana.
- 26-27 Annual Summer Convention of the National Association of Secondary-School Principals, Indianapolis, Indiana.

Secretaries of State Organizations

affiliated with the

NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

W. L. SPENCER
Department of Education,
Montgomery, Alabama

E. T. FOWLER
High School,
Greensboro, Arkansas

HARRY G. HANFILL
420 Chestnut Ave.,
San Francisco, California

L. J. SUTLEMAN
Dept. of Schools,
Tulsa, Oklahoma

ERIC MALLOCHRY
High School,
Norwalk, Connecticut

WILLIAM B. THORP
Midland High School,
Dayton Beach, Florida

JOE A. WILLIAMS
High School,
Tomball, Georgia

GEORGE N. GREEN
Senior High School,
Pawtucket, Idaho

JAMES E. BLAIR
Senior High School,
Rockford, Illinois

C. J. SELLARS
High School,
Indianapolis, Indiana

JAMES M. SHERRETT
Western Hawking Junior High School,
San Mateo, Iowa

H. D. KAHNE
High School,
Junction City, Kansas

EDNA J. WOODRUM
Atherton High School,
Louisville, Kentucky

EARL HITCHCOCK
State Department of Public Instruction,
Albuquerque, Maine

EDWARD G. STANLEY
Assistant County Superintendent,
Towson, Maryland

BRIAN F. JEFFERY
Senior Junior High School,
Providence, Massachusetts

WILLIAM D. STANON
T.P.O.,
Reading, Massachusetts

BRIAN CHASE
High School,
Iron Mountain, Michigan

MILTON H. KUMLEIGH
Senior High School,
Billerica, Minnesota

R. R. JOSE
State High School Supervisor,
Indianapolis, Mississippi

O. K. PHILLIPS
High School,
North Kansas City, Missouri

THOMAS KUTNERMANOV
National Center High School,
Columbia, Missouri

J. P. YOUNG
High School,
Davis City, Nebraska

ELTON GARNETT
High School,
Boulder City, Nevada

CLARENCE C. GARDNER
High School,
Farmington, New Hampshire

G. HARVEY NICHOLS
High School,
Salem, New Jersey

M. G. HUNT
High School,
Portland, New Mexico

ELIZABETH T. FERGUSON
Boy Ridge High School,
New York City

EDNA SILVERSTEIN
Junior High School,
New York City

A. O. JERKIN
Central School,
Naples, New York

R. FRANK JENNISON
Junior High School,
Charlotte, North Carolina

J. H. COLLINS
Senior High School,
Miami, North Dakota

CARE C. BYRNE
Superintendent of Schools,
Painesville, Ohio

GEORGE N. STUBBS
Clinton High School,
Oklahoma City, Oklahoma

D. A. BATHURST
State Department of Education,
Salem, Oregon

J. E. NARANDROW
High School,
Williamsport, Pennsylvania

JAMES E. SULLIVAN
Ochsner Junior High School,
Atlanta, S. C.

J. C. HENDERSON
High School,
Hartsville, South Carolina

FRANK BOGARTINE
Superintendent of Schools,
Waco, South Dakota

G. K. KOWALSKI
Schuylkill Junior High School,
Riverside, Tennessee

YARIS E. YAMOROSKI
High School,
San Antonio, Texas

BURTON E. FARMWORTH
State Director of Schools,
Salt Lake City, Utah

JOHN A. WILSON
High School,
Brockton, Vermont

JOHN MANN
High School,
Albany, Virginia

JOHN H. TERRY
Junior-Senior High School,
Lodi, Wisconsin

C. N. HILL
Superintendent,
Salem, West Virginia

A. A. RYDAN
Lincoln High School,
Worcester, Wisconsin

M. H. MOYER
Senior High School,
Bismarck, Wyoming

THOMAS F. BERRY
East Junior High School,
Washington, D.C.

W. L. EATON
Senior-Senior High School,
Washington, D.C.

A New Bill of Rights

THE RIGHT

1. To work, usefully and creatively through the productive years
 2. To fair pay, adequate to command the necessities and amenities of life in exchange for work, ideas, thrift, and other socially valuable services
 3. To adequate food, clothing, shelter, and medical care
 4. To security, with freedom from fear of old age, want, dependency, sickness, unemployment, and accident
 5. To live in a system of free enterprise, free from compulsory labor, irresponsible private power, arbitrary public authority, and unregulated monopolies
 6. To come and go, to speak or to be silent, free from the spyings of secret political police
 7. To equality before the law, with equal access to justice in fact
 8. To education, for work, for citizenship, and for personal growth and happiness
 9. To rest, recreation, and adventure, the opportunity to enjoy life and take part in an advancing civilization
- National Resources Planning Board

